DOCUMENT RESUME

ED 030 511 32 RC 003 484

Course of Study, Altus Linguistic Laboratory Altus Independent School District 18, Altus, Oklahoma, 1968.
Oklahoma State Dept. of Education, Oklahoma City.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 68
Note-153p.
EDRS Price MF-$0.75 HC-$7.75
Descriptors-Applied Linguistics, Audiovisual Aids, *English (Second Language), Language Instruction, *Language Laboratories, Language Programs, Mexican Americans, *Migrant Child Education, Migrant Schools, Oral English, *Spanish Speaking, *Units of Study (Subject Fields)
Identifiers-*Altus Oklahoma Linguistic Laboratory

A course of study in the teaching of English to Spanish-speaking migrant children at elementary level was developed and put into use during the 1967-68 school year by the Altus Public Schools Migrant Linguistic Laboratory in Oklahoma. This course of study was designed to include an oral English emphasis, without destroying pride in the mother tongue and culture. Approximately 200 migrant children attending school in the Altus Independent School District were taught under the program during the 1967-68 school year. By the third week of school the program was divided into 3 classroom components: an audio-visual room, an electronics laboratory, and a conference room. Each child had an opportunity to be in each of the 3 classes each week. Approximately 100 records, films, and tapes were utilized in conjunction with the program. The course of study includes a schedule of activities for 36 separate weekly units. (EV)

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COURSE OF STUDY

ALTUS LINGUISTIC LABORATORY

Altus Independent School District No. 18
Altus, Oklahoma

Clifford Peterson - Superintendent

RC 008484

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COURSE OF STUDY

Altus Linguistic Laboratory
Altus Independent School District 18
Altus, Oklahoma
1968

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PREFACE

There are approximately 350 Mexican migrant children in the Altus Independent School District. Many of these students speak broken English causing a communication barrier in their school work. Many of the pre-school Spanish-speaking children have no experience speaking the English language until they begin school in the first grade; therefore, they have the task of learning a second language in addition to all the other deeds first grade children need to master.

It is the responsibility of the laboratory instructor to teach English as a second language to these Spanish-speaking youngsters. These children need to learn a second language without destroying or losing the language of their culture. Unusual and interesting methods may be utilized which will make learning a second language a most delightful experience.

It is my hope that this COURSE OF STUDY will give ideas on the use of the Altus Linguistic Laboratory materials and equipment. However, it is my sincere desire that the new instructors will use new ideas and their maximum enthusiasm in this program without following step by step this COURSE OF STUDY.

This program is part of Federal Title I, ESEA and supervised by the Oklahoma State Board of Education, Oklahoma City, Oklahoma.

RUTH DEASON, DIRECTOR
Altus Linguistic Laboratory

Mr. Tommy Sullivan, program officer division compensatory education, Dallas, Texas, Mr. Harvey Ross Director Oklahoma Migrant Programs and Mr. Clifford Peterson, superintendent of Altus Public Schools plan the construction of Altus Linguistic Laboratory.

ACKNOWLEDGEMENTS

Altus Linguistic Laboratory has the latest technological equipment for the purpose of teaching English as a second language. Facilities for this Laboratory are made available through the foresight and efforts of Mr. Clifford Peterson, Mr. Harvey Ross, and Mrs. Lloyd Williams. I want to express to them my sincere appreciation for their guidance, understanding, and assistance during this year. To Mrs. Bob Rooker, Spanish instructor at the Altus High School and Altus Junior College, I am especially grateful for her encouragement during the progression of this program.

I am also grateful to the cooperative principals and teachers of Altus Independent School District who encouraged the children to attend the laboratory.

Altus Public Schools
Migrant
Demonstration Laboratory

Ruth Deason greets students at the Altus Linguistic Laboratory.

INTRODUCTION

Background of Altus Linguistic Laboratory

In 1963-64 more than 1300 bright children were failing their work in the first, second and third grades of Southwestern Oklahoma schools. It wasn't a new experience for these boys and girls; they had failed before, and most of them were as much as two to four years overage for their grade.

All were children of migrant parents, the nomads of the latter twentieth century. Although child labor laws now kept them out of the fields as workers, it could not help them as they moved from school to school and state to state with their agricultural worker parents.

What could be done? Oklahoma State Department of Education Officials decided no decisions could be made until a study of conditions was available. In 1964 five Southwestern Oklahoma counties were selected for study of the migrant workers of the area. Counties selected were Greer, Harmon, Jackson, Kiowa and Tillman. In each there were large concentrations of Migrants, and these formed an important nucleus for the fact finders.

According to that study approximately 15,000 agricultural migrants come into Southwestern Oklahoma each year as part of an estimated 500,000 migratory farm workers in the United States.

Migrants originally came to Oklahoma from South Texas and the Rio Grande Valley during the fall to work in cotton fields.

With the advent of mechanical agricultural equipment in Southwest Oklahoma the type of work for many of these migrants was changed. They became more familiar with the area and contented in their new surroundings. Many of these migrants now consider Oklahoma as their "home base" and migrate elsewhere as their need for agricultural employment occurs.

In 1963-64 there were 1,314 children of migrants enrolled in public schools of Southwestern Oklahoma. More than one-half of these children were in the first, second and third grades. As mentioned earlier, most were overage for the grade enrolled.

Only one-third of the adults interviewed were able to read and write English. Less than one-half of those interviewed could read and write Spanish.

Each school district began to recognize the inadequacies of the programs in the public school system and the problem faced by the migrant children. Each district began trying new projects and materials to help these children.

First concentrated educational help designed especially for the migrant children became possible through pilot programs sponsored by the State Department of Education and financed by federal funds under the Migrant Education Act in the summer of 1967. State Directors selected Altus as the central location for innovative activities to benefit migrant children in Oklahoma.

Each school district is encouraged to develop and implement a migrant project which will best meet the individual needs of the migrant children of that area, being free at all times to use new ideas and activities which are helpful in improving the education of migrant children of the state of Oklahoma.

The migrant children's needs consist primarily of English language comprehension, social and cultural development, overcoming a poor self-image brought on largely because of pupils' inability to speak English, and special attention in their academic school curriculum.

Realization of the need for a concentrated program of English as a second language and improved cultural advantages of disadvantaged children from non-English speaking homes resulted in the construction of the Linguistic Laboratory for children of Southwestern Oklahoma.

Objectives of Altus Linguistic Laboratory

1. To motivate in the child a desire to express himself in English without destroying his pride in his mother tongue and the culture it represents.
2. To stimulate vocabulary development.
3. To provide opportunities for children to grow in their self-concepts, to improve their appearance, and to become more adequate in their personal and group relationships.
4. To enable the child, regardless of cultural and language background, to achieve normal progress in the classroom.

The objects serve as stimuli for imaginative use of Language.

Approaches and Procedures for Teaching English as a Second Language

"A few years ago, at an international seminar organized by Unesco (United Nations Educational, Scientific, and Cultural Organization) to discuss the teaching of modern languages, the following general principles were subscribed to by the majority of the delegates. These principles state the facts very clearly. They are presented here exactly as they appear in the official Unesco report of the conference:

"1. The approach---to the teaching of all foreign languages---should be primarily oral.

"2. Active methods of teaching should be used as far as possible.

"3. The greatest possible use of the foreign tongue should be made in the classroom.

"4. The difficulties of the foreign tongue in the matter of pronunciation, vocabulary and grammar should be carefully graded for presentation.

"5. The teaching of a language should be considered more as the imparting of a skill than as the provision of information about the forms of the language.

"The seminar further agreed that 'the four fundamental skills to be taught are: Understanding, speaking, reading and writing in the order named.'...

"The Student and The Teacher

"A good deal of confusion exists today in the English teaching field because methods which serve well in one situation are often forced upon teachers working in quite different circumstances. Such methods may come well recommended, even carrying some semi-official or university stamp. But this is no guarantee that they will work well in all circumstances. No one method of teaching yet exists which is so good that it has universal approval or application. In the modern world of today, with its rapid inter-communication, the oral approach to languages seems the most practical and serviceable. For this reason we recommend it here. Yet we should not blind ourselves to the fact that there are thousands of people all over the world who are still studying English successfully by quite different methods. All teaching materials and methods should always be judged as to their value in the immediate school or classroom situation. This should be a guiding principle to all teachers...

"The Teaching of Grammar

"The foreign student, in learning English, is interested in assembling its many elements into forms or patterns which he can use. His approach is therefore one of synthesis rather than of analysis. He can hardly be expected to 'analyze' in detailed form a language with which he is not yet familiar. The foreign student studies the formation and the usage of the various tenses in English. He starts with the most simple form--the present tense--and then goes on slowly and laboriously to past tense, future tense etc. A knowledge of such purely elementary facts is taken for granted in the study of 'formal grammar.' The foreign student wants to know how to use the different prepositions in English. He must learn how to turn sentences into negative form--how to ask questions in English. He needs practice in the use of such simple idiomatic verb phrases as used to ('I used to play the violin') or to be supposed to ('The train is supposed to arrive at two o'clock'). Considerations such as these receive no attention whatsoever in a formal grammar textbook....

"IN SHORT, THE GRAMMAR WHICH THE FOREIGN STUDENT STUDIES AND THE GRAMMAR WHICH THE NATIVE SPEAKER STUDIES ARE TWO DIFFERENT THINGS. THE FOREIGN STUDENT STUDIES FUNCTIONAL GRAMMAR OR GRAMMAR AS LANGUAGE; THE NATIVE SPEAKER STUDIES FORMALIZED GRAMMAR. THE TWO STUDIES HAVE LITTLE IN COMMON AND OVERLAP IN ONLY A FEW PLACES. THEY REALLY FORM TWO QUITE DISTINCT SUBJECT-MATTERS. HOWEVER, MANY PEOPLE ARE UNAWARE OF THESE FACTS OR PREFER TO OVERLOOK THEM. WHEN GRAMMAR IS MENTIONED, THEY CONTINUE TO THINK IN TERMS OF THE 'FORMAL GRAMMAR' WHICH THEY THEMSELVES STUDIED AT SCHOOL. FOR THIS REASON THEY TAKE THE POSITION THAT THE STUDY OF GRAMMAR IS OF LITTLE PRACTICAL VALUE TO THE FOREIGN STUDENT.

"FORMAL GRAMMAR MAY HAVE LITTLE UTILITY FOR THE FOREIGN STUDENT. BUT FUNCTIONAL GRAMMAR, LAYING STRESS ON THE ELEMENTARY STRUCTURES OF THE LANGUAGE, IS AS ESSENTIAL AS THE STUDY OF VOCABULARY, PRONUNCIATION, READING, OR ANY OTHER PHASE OF LANGUAGE. GRAMMAR PROVIDES A BASIS UPON WHICH THE FOREIGN STUDENT CAN BUILD. WITHOUT THE GUIDANCE WHICH GRAMMAR GIVES HIM, THE STUDENT IS ADRIFT ON A VAST SEA OF COMPLEX LANGUAGE FORMS WHICH MAKE LITTLE SENSE TO HIM. GRAMMAR SERVES TO REDUCE THESE FORMS to set patterns. The student studies these patterns and learns to master them. In this way he comes in time to understand and use the language.

"Experienced teachers are thoroughly convinced today that a study of functional grammar is indispensable to the foreign student. Systems of teaching languages, such as the 'Conversational Method,' the 'Inductive Method,' the 'Natural Method,' where grammar is not used, have obvious weaknesses. Attempts to patch up such systems by an indirect or disguised use of grammar are also unsuccessful. The student must understand clearly what he is studying before he can be expected to proceed intelligently....

"Granted, then, that the study of functional grammar should form a definite part of any modern and well-organized English course. How should we go about teaching this grammar?

"1. Most present-day English textbooks contain some drill exercises based on whatever grammar principle is presented in the particular lesson. These exercises are of fairly familiar form: some require a substitution of one word or phrase for another; others are of the multiple choice type; others require a change in the verb

FORM, THE FILLING IN OF BLANKS, ETC. THEY ARE DESIGNED TO GIVE THE STUDENT PRACTICE WITH THE RULE UNDER CONSIDERATION. THE TEACHER RUNS OVER THESE EXERCISES IN WHATEVER MANNER HE THINKS BEST. THE EXERCISES SHOULD BE REPEATED IN ONE FORM OR ANOTHER SEVERAL TIMES. EXERCISES SHOULD NEXT BE PRACTICED WITH BOOKS CLOSED. HERE THE TEACHER PRESENTS THAT EXERCISE ORALLY, AND THE STUDENTS FOLLOW THE NECESSARY INSTRUCTIONS....

"2. THE NEXT STEP--AND AN IMPORTANT ONE--IS FOR THE TEACHER TO PROVIDE SPECIAL ORAL DRILLS, SUPPLEMENTARY TO THOSE IN THE TEXT....NO FORMAL STUDY OF GRAMMAR AND NO TEXTBOOK EXERCISE CAN TAKE THE PLACE OF THIS ORAL PRACTICE....

"ORAL DRILLS SHOULD BE SIMPLE AND CLEAR IN FORM. THEY SHOULD BE CAREFULLY ADJUSTED TO THE COMPREHENSION LEVEL OF THE STUDENTS. TEACHERS SHOULD EXPERIMENT UNTIL THEY FIND A SIMPLE, EFFECTIVE DRILL FOR EACH GRAMMAR PRINCIPLE STUDIED....

"3. THE QUESTION-ANSWER TECHNIQUE IS A TRIED AND TRUE METHOD OF TEACHING ALL PHASES OF LANGUAGE. IN USING THE QUESTION-ANSWER TECHNIQUE FOR THE TEACHING OF GRAMMAR, THE TEACHER ASKS A series of questions involving the particular grammar rule under discussion....The students, reciting individually, answer.

"Simple, everyday questions of this nature are easy to devise--easy for the students to answer. After the exercises in the text have been completed and even before any supplementary oral drills are introduced, it is always a good idea to introduce students to the oral use of the grammar by asking some general questions involving the particular grammar rule under discussion....

"The Teaching of Conversation

"Conversation provides students with a means of expressing themselves. It is often the only actual practice which students have in using the foreign language. Consequently, it must be encouraged by every means possible. Teachers should not consider conversation as an incidental phase of language study, something which grows or takes care of itself as the student advances in the language. They should teach it by positive and active means, giving it the same attention or even greater attention than they give to grammar, reading, pronunciation, or any other phase of language....

"1. The conventional question-answer method remains probably the most simple and direct method of teaching conversation in a foreign language. Although the method has minor disadvantages in that the teacher does a disproportionate amount of work and talking, the method has been used successfully for many years....

"Some teachers--especially those who speak English natively--tend to get rather tricky with their questions in using a question-answer technique. These teachers are not always aware of the great difficulty of learning a foreign language. They ask questions which are simple to them but complicated to the foreign student. The form of their questions, moreover, offers no help to the student in constructing his answer. Very often, unknown vocabulary is involved. This is an obvious abuse or distortion of the question-answer method. Question-answer teaching works well only when all questions are simply and clearly phrased by the teacher and when they are easily answered by the student in a precise, clear-cut way.

"2. The question-answer method is used by many teachers in teaching so-called *action chains*.

Action chains represent a series of events or actions presented in some simple series of related events. Action chains are sometimes referred to as lesson themes....

"The teaching of action chains, to be successful, must be carried out with considerable enthusiasm on the part of the teacher. Otherwise, any series of acts if frequently repeated tend to become monotonous. Furthermore, the novelty of the method wears off after a short time, and students then lose interest....

"The Teaching of Reading

"In any modern language course where chief emphasis is placed upon teaching students to speak and understand English, reading assumes a somewhat secondary position. This does not mean that reading by itself is not important to the foreign student.... The vast majority of students today wish to learn how to speak and understand English. Hence reading, like everything else in the language course, is subordinated to this purpose. Reading no longer becomes an end in itself....

"In using reading material as a means of providing students with additional practice in speaking and understanding English, the teacher proceeds in the following general manner; she asks various questions based on the reading material. From these questions she leads the students into different avenues of simple conversation....

"The Teaching of Vocabulary

"In the matter of vocabulary range, it is merely assumed that the teacher will follow the classroom textbook in deciding what vocabulary to teach. Most textbook writers today give considerable attention to this problem. They present all new vocabulary, as well as all new grammar and conversational patterns in careful progression....

"Words rarely exist by themselves. They are seldom used independently. They form part of a grammatical phrase, an idiomatic or conversational phrase. Thus, when we teach the oral use of grammar, we teach vocabulary at the same time. When we teach conversation and lay stress on pattern practice, we are simultaneously teaching vocabulary.... Emphasis is not placed directly upon the new vocabulary itself but rather on the grammatical or conversational phrase of which it forms a part.

"This does not exclude from consideration other techniques which individual teachers may also wish to employ. Some teachers use dictation regularly to implement the teaching of all new words. They may also use such conventional methods as putting new words on the blackboard at the end of each lesson, then drilling students on these words in various forms. The teacher may ask questions using the new words, or she may require that students make up original sentences with the new words. Any such technique which seems to give good results may be used....

"The Teaching of Pronunciation

"The teaching of English pronunciation is both a simple and a complicated procedure. It is simple in that such teaching involves merely the drilling of students on the various sounds of English. Any conscientious teacher, who herself has good pronunciation, can do this. She offers herself as a model of good pronunciation. She corrects as best she can any errors which the students make....

"All pronunciation drills should be continued over as long a period of time as possible. The teacher should never jump from one exercise to

ANOTHER BUT SHOULD CONTINUE TO WORK ON EACH INDIVIDUAL SOUND UNTIL THE SOUND IS HEARD CLEARLY BY THE STUDENTS AND THE PROPER EAR AND HEARING HABITS HAVE BEEN ESTABLISHED.

"IT TAKES A MUCH LONGER TIME THAN MOST TEACHERS REALIZE FOR A STUDENT TO DISTINGUISH CLEARLY THE VARIOUS SOUNDS IN A FOREIGN LANGUAGE--PARTICULARLY IF SUCH SOUNDS DO NOT EXIST IN HIS OWN NATIVE LANGUAGE OR ARE PRODUCED IN A DIFFERENT WAY FROM COMPARABLE SOUNDS IN HIS OWN LANGUAGE....

"IF A TEACHER IS TO DO MORE THAN SIMPLY GUIDE HER STUDENTS THROUGH THE VARIOUS SOUNDS, SHE SHOULD FIRST UNDERSTAND SOME OF THE BASIC PRINCIPLES OF ENGLISH SPEECH PRODUCTION. SHE SHOULD ALSO BE ABLE TO MAKE USE OF THESE PRINCIPLES IN HER TEACHING. IN THIS CASE, THE EFFECTIVENESS OF TEACHING DOES NOT DEPEND SO MUCH UPON THE TEACHING METHODS OR TECHNIQUES WHICH SHE EMPLOYS BUT RATHER UPON HER KNOWLEDGE AND UNDERSTANDING OF THE GENERAL SUBJECT MATTER."[1]

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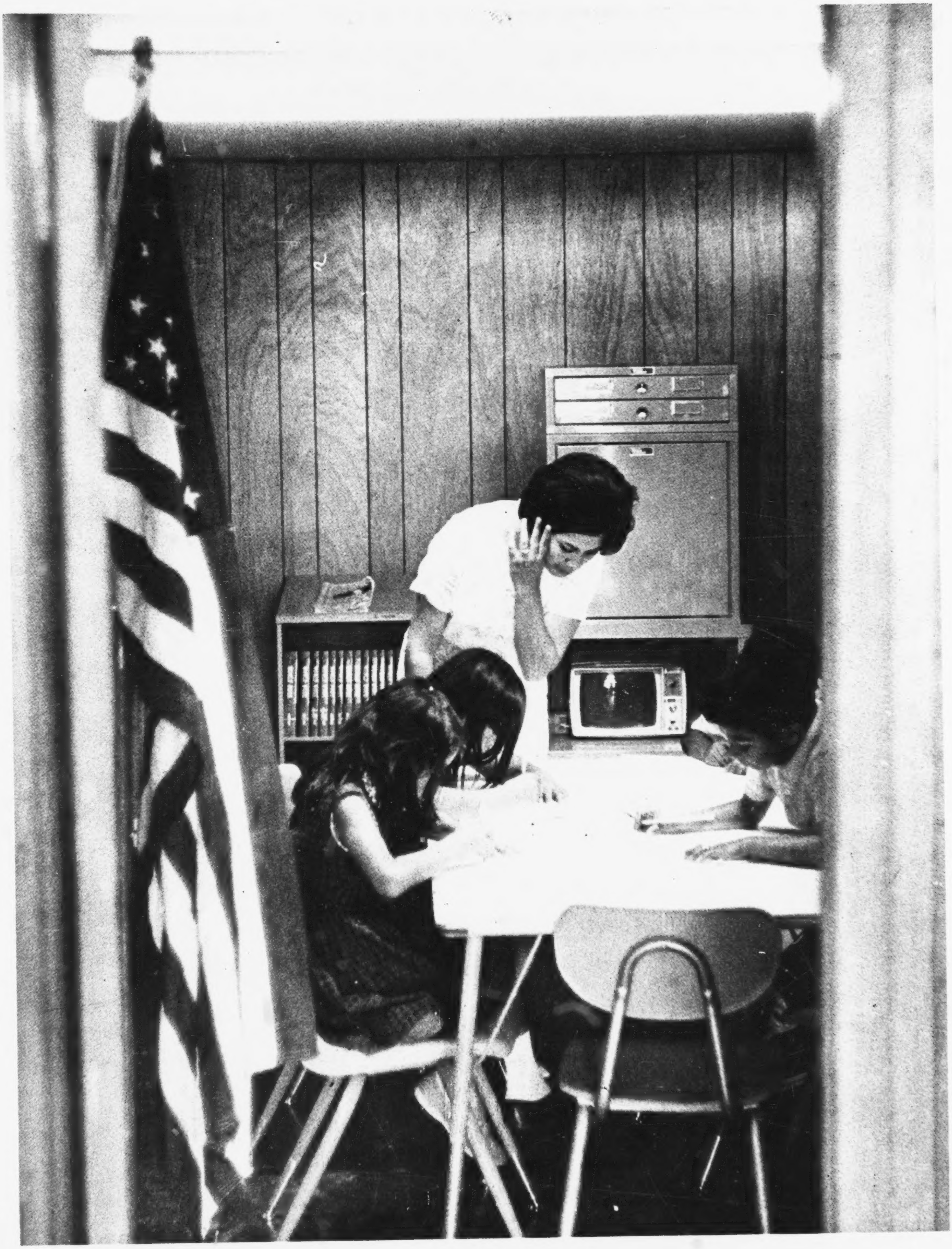
[1] DIXON, ROBERT J., PRACTICAL GUIDE TO THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE., NEW YORK, REGENTS PUBLISHING COMPANY, INC., 1960, PAGES 5-67.



Lucy Aguero, the laboratory aid, helps students write complete sentences.

FIRST WEEK

During the first week of school, the instructor surveys all the elementary schools to see how many Spanish-speaking children need to attend the laboratory and to communicate the purpose and importance of the laboratory to any principal, teacher, or parent who does not have a knowledge of the program. Also, during this first week the instructor talks to the children and encourages them to attend the laboratory the following week on the specified day for that particular school. A schedule of school visitations, week day laboratory classes, and Saturday classes are indicated on the chart on page 19.

A survey of ten elementary grade schools of Altus revealed 200 migrant Spanish-speaking children who wanted help in learning to communicate better in English by attending the Altus Linguisitic Laboratory.

This COURSE OF STUDY purports to give an overview of the special oral English classes developed during the past school year (1967-68) to help non-English speaking children.

On the following pages you will find the lessons broken down by weeks (second, third, fourth, etc.) and by different classes for the school year. By the third week of school, the children will be divided into three different classes: Audio-Visual, Electronics Laboratory, and Conference Room. These classes exchange so that each child has the opportunity of being in all three classes each week.

CHART OF SCHOOL VISITATIONS

Day	Time (9:30-11:30)
Monday	Eugene Field
Tuesday	Washington
Wednesday	Wilson
Thursday	Roosevelt; Will Rogers
Friday	Robert E. Lee

CHART OF WEEKDAY LABORATORY CLASSES

Day	Time (3:30-5:00)
Monday	Eugene Field
Tuesday	Washington
Wednesday	Wilson
Thursday	Roosevelt; Will Rogers
Friday	Robert E. Lee

CHART OF SATURDAY CLASSES

Time	Schools
9:00--9:45	Eugene Field
10:00--10:45	Washington, Wilson
11:00--11:45	Robert E. Lee; Roosevelt; Will Rogers

Mirrors at the laboratory are aids in teaching self-confidence.

A migrant family visited by the laboratory instructor. Six of these children attend the laboratory.

SECOND WEEK

Audio-Visual Room

1. Greet students. Say, "Good afternoon, boys and girls. My name is ____________. Now I would like to hear each of you say your name." Give each student a name tag after listening to him say his name.

2. Show transparency of a family at meal time. Using simple sentences have students discuss the family. For example:

This is Father.
This is Mother.
This is a girl.
This is a boy.

3. Teach commands and requests by asking individual students to perform different activities. For example:

Teacher to Student:	Student:
Please stand up.	I'm standing up.
Please sit down.	I'm sitting down.

4. Teach a short poem about a family. See page 111.

5. Have students identify parts of their bodies by pointing to them and naming them. For example:

Touch your head.	This is my head.
Touch your ear.	This is my ear.
Touch your right arm.	This is my right arm.
Touch your left arm.	This is my left arm.

THIRD WEEK

Audio-Visual Room

1. Greet students. Say "Good afternoon, boys and girls. My name is ____________. Now I would like to hear each of you say your name again." Use this pattern: My name is __________.

2. Get students' registration cards and teach them to give their address and name:

My name is____________.
I live at ____________.

3. Practice commands such as:

Stand up
Sit down
Listen
Walk
Stop
Run

4. Have students repeat:

His name is_________.
Her name is_________.

5. Have students identify parts of the body. For example:

Put your finger on your head.
Put your finger on your ear.
Put your finger on your arm.

6. Show pictures about family life and ask individual students questions. For example:

How many children are in the family, Juan?
What is the Father doing?
What is the Mother doing?
What is the baby doing?

FOURTH WEEK

Audio-Visual Room

1. Greet students. Say, "Good afternoon, boys and girls. How are you?" (Teach students to respond, 'I am fine, thank you.')

2. Ask questions and have students reply such as:

Who are you?
I am ________.

Class, who is he?
He is ________.

Who are you?
I am ________.

Class, who is she?
She is ________.

Are you________.
Yes, I am ________.

3. Divide the students by grades. Send the first and second grade students to the Electronics Laboratory with another instructor. Have the third and fourth grade students stay in the Audio-Visual room. The students may vary in their knowledge of the English language; therefore, some students may need to change groups according to their ability to speak English.

FIFTH WEEK

Audio-Visual Room.

1. Greet students.

2. Review filmstrip one of La Familia Fernández. Have students repeat the sentences in English.

3. Show film two of La Familia Fernández, "¿Adónde Van?" Stop the film and discuss these events in English.

4. Sing a song which the children know. (Let individual students take turns in directing songs.)

5. Show filmstrip two of La Familia Fernández, "¿Adónde Van?" Say in English the sentences related to each frame of the filmstrip. Have the students repeat the sentence until each can say it.

Electronics Laboratory

1. Play tape one of La Familia Fernández. Have the students repeat in English what they have heard in Spanish.

2. Play tape one of Welcome to English, Lessons Three and Four.

ELECTRONICS LABORATORY CONT.

3. TEACH CHILDREN A NEW GAME--"GUESS WHAT IT IS" PAGE ELEVEN, LANGUAGE GAMES.

CONFERENCE ROOM

1. PLAY RECORD AND SHOW FILM "ALI BABA Y LOS CUARENTA LADRONÉS". ON THE SHOW 'N TELL.

2. READ THE STUDENTS A STORY.

3. GIVE THE STUDENTS A PICTURE TO COLOR WHICH IS RELATED TO THE SHOW 'N TELL FILM. GIVE EACH CHILD AN OPPORTUNITY TO DISCUSS WHAT THEY HAVE SEEN ON THE SHOW 'N TELL.

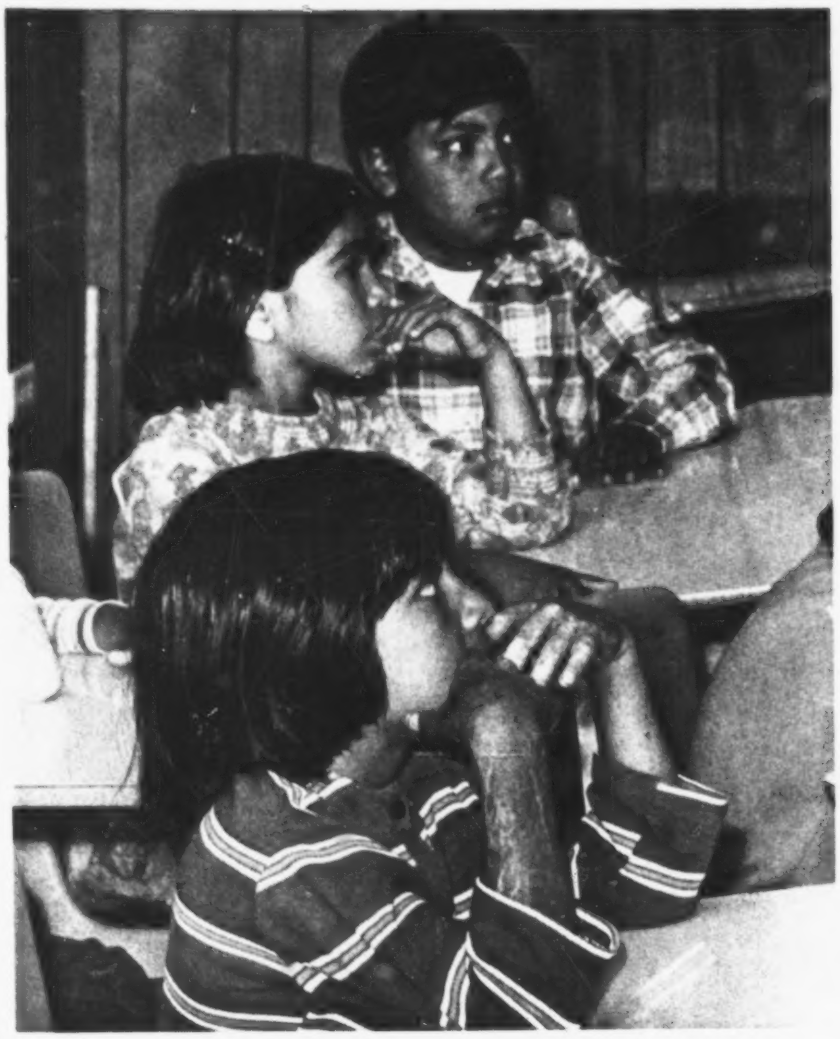
4. ASK THE INDIVIDUAL STUDENTS QUESTIONS USING THE INITIAL WORDS "WAS" AND "WERE."

FOR EXAMPLE:

WAS RAUL PLAYING BALL?
WAS ALBERTO PLAYING MARBLES?
WERE RAUL AND ALBERTO SINGING?
WERE EMMA AND MARÍA PLAYING?

5. REVIEW "DOES" AND "DOESN'T."

DOES PEDRO STUDY HIS LESSONS?
PEDRO DOESN'T STUDY HIS LESSONS.
PEDRO DOES STUDY HIS LESSONS.
HE DOES STUDY HIS LESSONS.



These students ponder an idea during a language lesson in the audio-visual room.

This student attends to verbal and visual stimuli presented in the electronics laboratory.

SIXTH WEEK

Audio-Visual Room

1. Greet students.

2. Practice language patterns such as: This is a pencil. This is a book. (Have these objects available so students can see them.)

(Use chart that belongs to CHILDREN'S PLAYWAY TO SPANISH records.) Point to various objects on the chart and use the same language patterns as above:

This is a doll.
This is a bed.
This is a table.
This is a boy.
This is a girl.

After students have learned this language pattern, have different individual students point to objects and ask, "What is this?", and have students reply, "This is a doll.", etc.

3. Show film **three** of La Familia Fernández, "¿Quién Es?" Say in English the sentences which relate to each frame of the filmstrip. Have the students dramatize the film.

ELECTRONICS LABORATORY

1. Play tape two of La Familia Fernández. Have the students repeat in English what they have heard in Spanish. (The instructor may need to help the student associate some words such as: perro-dog; dónde-where?).

2. Play tape one of Welcome to English, Lessons Five and Six. Be sure the students can associate the numerals one to ten with the particular number of objects. For example:

1-0
2-00
3-000

3. Give the students a five-minute exercise period.

CONFERENCE ROOM

1. Play record on Show 'N Tell "Alicia en el País de las Maravillas." Give individual students an opportunity to discuss the film in English.

2. Have one student read a story to the class.

3. Give the students a written activity related to the Show 'N Tell film which they have seen.

SEVENTH WEEK

Audio-Visual Room

1. Greet students.

2. Have students repeat one of the poems they have learned from page 112 .

3. Show film four of La Familia Fernández, "¿Cómo Estás?" Stop the film after every six frames and discuss the events in English, then show the complete film.

4. Put chart one of Fries ENGLISH PRONUNCIATION on Overhead Projector. Have each **student** point to an object on the transparency and ask the question, "What is this?". The other students should respond:

This is a comb.
This is a watch.
This is a key.

5. Show filmstrip four of La Familia Fernández, "¿Cómo Estás?" Say in English the sentence related to each frame of the filmstrip. Have students repeat the sentence until each can say it. (The instructor may present different methods of having students repeat the sentences.)

AUDIO-VISUAL ROOM CONT.

FOR EXAMPLE:

HAVE INDIVIDUAL STUDENTS POINT TO THE PICTURE AND TELL WHAT IT SAYS.

HAVE A GROUP OF STUDENTS REPEAT THE SENTENCES OR PHRASES.

DIVIDE THE BOYS AND GIRLS AND LET EACH GROUP COMPETE.

ELECTRONICS LABORATORY

1. PLAY TAPE THREE OF LA FAMILIA FERNÁNDEZ, "¿QUIÉN ES?" HAVE THE STUDENTS REPEAT IN ENGLISH WHAT THEY HAVE HEARD IN SPANISH.. (RECORD STUDENTS' VOICES AS THEY REPLY IN ENGLISH, THEN LET STUDENTS LISTEN TO THEMSELVES ON THE TAPE. HELP THE STUDENTS WORK ON MISPRONOUNCED SOUNDS AND WORDS.)

2. GIVE THE STUDENTS A FIVE-MINUTE EXERCISE PERIOD.

CONFERENCE ROOM

1. PLAY RECORD AND FILM ON SHOW 'N TELL "BLANCA NIEVES." (IF THE RECORD IS A SONG, HAVE STUDENTS SING ALONG WITH THE RECORD.) GIVE THE STUDENTS AN OPPORTUNITY TO DISCUSS THE FILM.

CONFERENCE ROOM

2. RECORD STUDENTS' VOICES WHILE EACH REPEATS HIS NAME, "I AM ____________," THEN LET THE STUDENTS HEAR THEMSELVES ON TAPE.

3. DISCUSS PAGE THREE OF SEE AND SAY BOOK. HAVE INDIVIDUAL STUDENTS GIVE COMPLETE SENTENCES WHILE DISCUSSING THIS PAGE. FOR EXAMPLE:

THIS IS A GIRL.
THE GIRL HAS BLACK HAIR.
THE GIRL HAS LONG HAIR.
THE GIRL HAS LONG BLACK HAIR.
THE GIRL IS WEARING A BLUE DRESS.
THE GIRL IS WEARING A PRETTY DRESS.
THE GIRL IS WEARING A PRETTY BLUE DRESS.

4. PRACTICE SENTENCES USING "THERE ARE" AND "THERE IS." FOR EXAMPLE:

THERE ARE FOUR PENCILS.
THERE IS ONE PENCIL.

THERE ARE FOUR STUDENTS.
THERE IS ONE STUDENT.

EIGHTH WEEK

Audio-Visual Room

1. Greet students.

2. Teach a new poem.

3. Work on these sentence patterns:

   The girl is pretty.
   The girl is sleepy.
   The girl is short.
   The girl is tall.

   (Have the students add a different adjective each time.)

4. Show film five of La Familia Fernández, "¿Cuántos Años Tienes?" Stop the film after every five frames and discuss the events in English. Have each child ask another student, "How old are you?". (Be sure each child can ask and answer this question properly.)

5. Give the students a three-minute exercise period.

6. Show filmstrip five of La Familia Fernández, "¿Cuántos Años Tienes?" Say the sentences in English and have the students repeat. Let different individual students dramatize the film.

7. Show chart two of Fries ENGLISH PRONUNCIATION on Overhead Projector. Have students answer these questions:

   What is the boy doing?
   What are the boy and girl doing?

Electronics Laboratory

1. Play tape four of La Familia Fernández, "¿Cómo Estás?" Have the students repeat in English what they have heard in Spanish.

2. Give the students a five-minute exercise period.

3. Play tape one of Welcome to English, Lessons Seven and Eight. Have students point to the pictures as they are mentioned on the prepared tape. Also, have the students repeat what they hear.

Conference Room

1. Play record and film on Show 'N Tell "Cantando La Jugada" (Babe Ruth). Have students look up Babe Ruth's biography in a reference book.

2. Read a story appropriate for the age group.

NINTH WEEK

Audio-Visual Room

1. Greet students.

2. Teach students a new song.

3. Work on chart three of Fries ENGLISH PRONUNCIATION on the Overhead Projector. (This gives a good review of present tense, past tense and present progressive tense.)

The boys walk.
The boys walked.
The boys are walking.

The women work.
The women worked.
The women are working.

4. Show film six of *La Familia Fernández*, "¿Cuándo Vuelven?" Stop the film after every five frames and discuss the events. Show the complete film. Have students dramatize the film.

5. Play a game appropriate for the students.

6. Show filmstrip six of *La Familia Fernández*, "¿Cuándo Vuelven?" After each frame have students repeat in English, then have one student give the dialogue of the film strip.

Electronics Laboratory

1. Play tape five of *La Familia Fernández*, "¿Cuántos Años Tienes?" Have students repeat in English.

Electronics Laboratory Cont.

2. Sing a song.

3. Play tape one of *Welcome to English*, Lessons Seven and Eight.

4. Work on number sentences of Lesson Seven, *Welcome to English* with students. For example:

1 and 1 equals 2
2 and 2 equals 4
3 and 3 equals 6
4 and 4 equals 8

5. Show examples of items pictured in Lesson Eight of *Welcome to English*. Have students name these items:

This is a desk.
This is a notebook.
This is a clock.
This is a wastebasket.

Conference Room

1. Play record and show film "¿Cómo Comenzó el Sol?" on Show 'N Tell. Have students discuss the film. See that they use complete sentences.

2. Color pictures related to the film.

TENTH WEEK

Audio-Visual Room

1. Greet students. Have all of the students give their names by asking one student, "What is your name?", then have that student ask the person next to him, "What is your name?" Continue this routine until everyone in the room has had an opportunity to give his name.

2. Show film seven of La Familia Fernández, "¡Qué Lástima!" Stop the film after every five frames and have students discuss the events.

3. Ask these questions and have students reply:

May I go to the restroom?
May I get a drink?
May I color a picture?

4. Show filmstrip seven of La Familia Fernández, "¡Qué Lástima!" Have individual children tell in English what each frame says.

5. Show chart four of Fries ENGLISH PRONUNCIATION on the Overhead Projector. Review present and past tenses. For example:

I wake up at eight o'clock.
I woke up at eight o'clock.

I dress.
I dressed.

I eat breakfast at eight fifteen.
I ate breakfast at eight fifteen.

AUDIO-VISUAL ROOM CONT.

6. Hand each child a cue book from the La Familia Fernández series. Give sentences from Cue Sheet Seven and have students point to the pictures which are related to the sentence. For example:

> Here come Gloria and Elena.
> Hello, Gloria.
> How are you?

ELECTRONICS LABORATORY

1. Play tape six of La Familia Fernández, "¿Cuándo Vuelven?" Have students repeat in English.

2. Teach a poem from page 114.

3. Play tape one of Welcome to English, Lessons Nine and Ten. Practice these sentences:

> I am taking the pencil.
> I am giving back the pencil.
> I am taking the paper.
> I am giving back the paper.

4. Have students write the letters of the alphabet.

CONFERENCE ROOM

1. Play record and show film "¿Cómo Sabemos Que La Tierra Es Redonda?"

CONFERENCE ROOM CONT.

2. LOOK UP PICTURES OF THE EARTH IN A REFERENCE BOOK. DISCUSS THE THREE PARTS OF THE EARTH (AIR, LAND AND WATER).

3. HAVE THE STUDENTS DRAW PICTURES OF THE EARTH.

4. TEACH STUDENTS TO USE THE ADJECTIVES FIRST, SECOND, THIRD, FOURTH AND FIFTH IN SENTENCES-- ENGLISH AND SPANISH.

I SIT IN THE FIRST ROW.
YOU SIT IN THE SECOND ROW.
HE SITS IN THE THIRD ROW.
SHE SITS IN THE FOURTH ROW.
THEY SIT IN THE FIFTH ROW.

5. DISCUSS THE DIFFERENT PARTS OF A BOOK:

BACK
AUTHOR
TABLE OF CONTENTS
PAGES

(HELP STUDENTS LOCATE EACH IN A BOOK)

ELEVENTH WEEK

AUDIO-VISUAL ROOM

1. GREET STUDENTS.

2. TEACH A POEM FROM PAGE 110 .

3. REVIEW THESE SENTENCES (DECLARATIVE, INTERROGATIVE, AND NEGATIVE FORMS):

HE IS GOING.
HE IS NOT GOING.
IS HE GOING?

HE IS DRESSING.
HE IS NOT DRESSING.
IS HE DRESSING?

HE IS EATING.
HE IS NOT EATING.
IS HE EATING?

4. SHOW FILM EIGHT OF LA FAMILIA FERNÁNDEZ, "¿CÓMO TE LLAMAS?" ASK THE STUDENTS' NAMES IN ENGLISH AND SPANISH, THEN HAVE EACH STUDENT ASK THE CHILD WHO IS SITTING BY HIM HIS NAME.

5. SHOW CHART FIVE OF FRIES ENGLISH PRONUNCIATION ON OVERHEAD PROJECTOR. USE THESE SENTENCE STRUCTURES:

INSTRUCTOR

THIS IS A TYPEWRITER.

INSTRUCTOR

WHAT IS THIS?

STUDENT

THIS IS A TYPEWRITER.

AUDIO-VISUAL ROOM CONT.

INSTRUCTOR

THIS IS A CAMERA.

INSTRUCTOR

WHAT IS THIS?

STUDENT

THIS IS A CAMERA.

6. SHOW FILMSTRIP EIGHT OF LA FAMILIA FERNÁNDEZ, "¿CÓMO TE LLAMAS?" AFTER EACH FRAME HAVE THE STUDENTS REPEAT IN ENGLISH. REVIEW THE FRAMES UNTIL THE CHILDREN CAN ASSOCIATE THE SENTENCES WITH THE PICTURE.

ELECTRONICS LABORATORY

1. PLAY TAPE SEVEN OF LA FAMILIA FERNÁNDEZ, "¡QUÉ LÁSTIMA!" HAVE STUDENTS REPEAT IN ENGLISH.

2. SING A SONG.

3. PLAY TAPE ONE OF WELCOME TO ENGLISH, LESSON ELEVEN. HAVE THE STUDENTS SPELL THE WORDS ORALLY AND RECORD THEIR VOICES. WORK ON THE CORRECT PRONUNCIATION OF LETTERS.

4. PLAY TAPE ONE OF WELCOME TO ENGLISH, LESSON TWELVE. HAVE THE STUDENTS POINT TO THE

Electronics Laboratory

person referred to (I, you, he, she, etc.)

For example:

I'm the teacher.
You're the pupil.

I'm a pupil.
You're the teacher.

Conference Room

1. Play record and show film "Cuando Los Gigantes Andaban Por El Mundo" on Show 'N Tell.

2. Read a story to the students, and ask them questions about the story.

3. Teach the students two nursery rhymes.

TWELFTH WEEK

Audio-Visual Room

1. Greet students.

2. Show film nine of La Familia Fernández, "Te Busca Un Señor." Stop the film after every five frames and have the students discuss the events in English.

3. Give the students a five-minute exercise period.

4. Show filmstrip nine of La Familia Fernández, "Te Busca Un Señor." Say the sentences in English and have the students repeat.

5. Have students sing a song.

6. Show chart six of Fries ENGLISH PRONUNCIATION on Overhead Projector. Practice these sentences:

The bus is going to the bank.
The taxi is leaving the church.
The airplane is leaving Chicago.

7. Work on the "th" sound. Have the students place the tip of their tongue between their teeth to say the "th" sound. Practice saying these words: This, that, these, those.

8. Show a film on the Controlled Reader.

Electronics Laboratory

1. Play tape eight of La Familia Fernández, "¿Cómo Te Llamas?" and have students repeat in English.

2. Sing a song.

3. Play tape one of Welcome to English, Lesson Thirteen. Ask and answer the questions, then repeat the questions and have the class answer. For example:

Jack's a boy.	He's a boy.
Is he a boy?	Yes, he is.

4. Play tape one of Welcome to English, using Lesson Fourteen. Give instructions and have students respond. For example:

Teacher	Student
Stand up.	I'm standing up.
Sit down.	I'm sitting down.

Conference Room

1. Play record and show film "El Conde de Monte Cristo" on Show 'N Tell.

2. Have students record their voices and let them listen to themselves.

3. Have individual children think of words beginning with the letter "c" and help them with their pronunciations.

THIRTEENTH WEEK

AUDIO-VISUAL ROOM

1. GREET STUDENTS. HAVE THEM RESPOND, "GOOD AFTERNOON, ___________."

2. SHOW FILM TEN OF LA FAMILIA FERNÁNDEZ, "¿ES ROJO?"

3. LEARN A NEW POEM ABOUT COLORS FROM PAGE __109__.

4. PRACTICE FAMILIAR EXPRESSIONS:

THE PENCIL IS OVER THE BOOK.
THE PENCIL IS UNDER THE BOOK.
THE PENCIL IS BESIDE THE BOOK.
THE PENCIL IS BEHIND THE BOOK.
THE PENCIL IS INSIDE THE BOOK.

5. SHOW TRANSPARENCY SEVEN ON THE OVERHEAD PROJECTOR (PRESENT, PAST, AND FUTURE TENSES).

THE CHILDREN WAVE GOOD-BY.
THE CHILDREN WAVED GOOD-BY.
THE CHILDREN WILL WAVE GOOD-BY.

6. SHOW FILMSTRIP TEN OF LA FAMILIA FERNÁNDEZ. "¿ES ROJO?" GIVE THE SENTENCES IN ENGLISH AND HAVE STUDENTS REPEAT THESE SENTENCES.

7. SHOW A FILM ON THE CONTROLLED READER.

ELECTRONICS LABORATORY

1. PLAY TAPE NINE OF LA FAMILIA FERNÁNDEZ, "TE BUSCA UN SEÑOR." AND HAVE STUDENTS REPEAT IN ENGLISH.

Electronics Laboratory Cont.

2. Work on expressions in application using supplementary cue sheet nine of La Familia Fernández. For example:

She is my sister.
He is my brother.

3. Learn a poem from page 113 .

4. Play tape one of Welcome to English, Lesson Fifteen. Have students repeat the sentences in English.

5. Play tape one of Welcome to English, Lesson Sixteen. Have students repeat and write the numerals in English.

Conference Room

1. Play record and show film "El Mago de Oz" on the Show 'N Tell.

2. Sing "We're Off to See the Wizard."

3. Read a story to the students. Discuss the story in English and Spanish.

FOURTEENTH WEEK

Audio-Visual Room

1. Greet students. Have each student identify himself and tell where he lives.

2. Practice the imperative form. For example:

Please give me the crayons.
Please give me the paper.
Please give me the pencil.
Please give me the rope.

3. Show film eleven of La Familia Fernández, "Es Una Rana." Discuss the film in English and in Spanish.

4. Review film ten, "¿Es Rojo?," by asking individual students:

Is it red?	No, it isn't red.
Is it purple?	No, it isn't purple.
Is it black?	No, it isn't black.
Is it yellow?	No, it isn't yellow.

(Show the students these different colors. Use crayons or construction paper.)

5. Show filmstrip eleven of La Familia Fernández. After each frame have the students give the sentences in English.

6. Show transparency eight on the overhead projector:

Paul and Margaret wait.
Paul and Margaret waited.
Paul and Margaret wait for the bus.
Paul and Margaret waited for the bus.

7. Show a film on the Controlled Reader.

Electronics Laboratory

1. Play tape ten of *La Familia Fernández*, " Es Rojo?" Have the students reply in English.

2. Have students write these words (colors):

red
green
purple
yellow
black
white

3. Work on application of tape ten of *La Familia Fernández.*

4. Sing a song.

5. Play tape two of *Welcome to English*, Lesson Seventeen. Have students repeat in English.

6. Play tape two of *Welcome to English*, Lesson Eighteen. Point to the different parts of the body:

This is my hair.
This is my right eye.
This is my left eye.

7. Have students color pictures shown on page 41 of Lesson Seventeen, *Welcome to English*.

Conference Room

1. Play record and show film "El Patito Feo" on the Show 'N tell.

2

CONFERENCE ROOM CONT.

2. READ THE STORY "THE UGLY DUCKLING."

3. HAVE THE STUDENTS DRAW AND COLOR PICTURES OF THE "UGLY DUCKLING."

4. SING "THE UGLY DUCKLING." USE CHART SO STUDENTS MAY READ THE WORDS.

5. DISCUSS IN ENGLISH AND SPANISH DIFFERENT MEANS OF TRAVELING. FOR EXAMPLE:

JUAN WENT TO MEXICO BY BUS.
JUANITA WENT TO CALIFORNIA BY TRAIN.
REUBEN WENT TO SPAIN BY BOAT.
EMILIO WENT TO TEXAS BY CAR.

6. REVIEW THE FOLLOWING QUESTIONS AND ANSWERS:

WHAT DO YOU WANT TO DO?
I WANT TO COLOR.
HE WANTS TO PAINT.
I WANT TO PLAY.
HE WANTS TO WORK.

7. HAVE STUDENTS INDICATE LARGE AND SMALL OBJECTS IN THE ROOM. FOR EXAMPLE:

THAT IS A LARGE MIRROR.
THIS IS A SMALL MIRROR.
THAT IS A LARGE BOOK.
THIS IS A SMALL BOOK.

FIFTEENTH WEEK

Audio-Visual Room

1. Greet students.

2. Show film twelve of La Familia Fernández, "Sí, Sé Contar." Discuss the film in English. Have three students dramatize the film.

3. Use individual flannel boards and have students answer mathematical sentences:

5 and 1 equals 6
5 and ___ equals 6
__ and 1 equals 6

4. Show filmstrip twelve of La Familia Fernández, "Sí, Sé, Contar." Have individual students give the sentence which corresponds to the picture, then have the class repeat the sentences after the students.

5. Show transparency ten of Fries ENGLISH SERIES:

John swims.
John swam.
John will swim.

6. Review the question forms:

May I go to the restroom?
May I get a drink?
May I go home?
May I visit John?

7. Show a film on the Controlled Reader. Before showing the film have students make sentences with the new words.

Audio-Visual Room Cont.

8. Hand out mimeographed questions on the film for students to answer. Give individual help, then have students answer the questions orally.

Electronics Laboratory

1. Play tape eleven of *La Familia Fernández*, "Una Rana." Have students repeat in English.

2. Teach an action poem.

3. Play tape two of *Welcome to English*, Lesson Nineteen. Have students illustrate Lesson Nineteen. For example:

The pencil is over the book.
The pencil is on the book.
The pencil is under the book.

4. Play tape two of *Welcome to English*, Lesson Twenty. Have the students trace the animals then match the name of the animal to the picture. Use these animal names:

Lion
Tiger
Wolf
Elephant
Bear
Giraffe

CONFERENCE ROOM

1. PLAY RECORD AND SHOW FILM "EL SOLDADO DE ESTANO" ON SHOW 'N TELL.

2. READ A STORY TO STUDENTS. DISCUSS THE STORY.

3. HAVE THE STUDENTS DRAW PICTURES AND COLOR THEM.

4. MAKE SENTENCES USING COMPARATIVE ADJECTIVES. FOR EXAMPLE:

PEDRO IS TALLER THAN DAVID.
ROSA IS LARGER THAN GLORIA.
MELBA IS SMALLER THAN ROBERTA.

5. SHOW A FARM ILLUSTRATION. ASK STUDENTS QUESTIONS ABOUT THE ILLUSTRATION:

WHAT IS THE BOY DOING?
HE IS PICKING COTTON.
WHAT IS THE MAN DOING?
HE IS FEEDING THE PIGS.
WHAT IS THE WOMAN DOING?
SHE IS COOKING LUNCH.

6. HAVE STUDENTS ASK QUESTIONS USING THESE INITIAL WORDS:

WHICH
WHY
WHO

SIXTEENTH WEEK

AUDIO-VISUAL ROOM

1. GREET STUDENTS.

2. SHOW FILM THIRTEEN OF LA FAMILIA FERNÁNDEZ, "ME GUSTA ESE." DISCUSS DIFFERENT ARTICLES OF CLOTHING:

   THIS IS A SHIRT.
   THIS IS A BLOUSE.
   THIS IS A DRESS.
   HE IS WEARING A SHIRT.
   SHE IS WEARING A DRESS.

3. SHOW FILMSTRIP THIRTEEN OF LA FAMILIA FERNÁNDEZ. HAVE STUDENTS REPEAT THE SENTENCES IN ENGLISH.

4. SHOW TRANSPARENCY ELEVEN OF FRIES ENGLISH PRONUNCIATION. USE THESE SENTENCE CONSTRUCTIONS:

   THIS IS A FIRE.
   THESE ARE MATCHES.
   THIS IS WOOD.

5. SING AN ACTION SONG.

6. REVIEW THE PRESENT TENSE VERB FORM.

   I AM A STUDENT.
   I AM IN THE FIRST GRADE.
   I'M IN THE FIRST GRADE.

   I CAN RUN.
   I CAN WALK.

   I WANT A PENCIL.
   I WANT THE SCISSORS.

Audio-Visual Room Cont.

7. Have students dramatize a poem from page 113.

8. Show a film on the Controlled Reader.

Electronics Laboratory

1. Play tape twelve of La Familia Fernández, "Sí, Sé Contar." Have the students repeat in English.

2. Work on the application of tape twelve and have each child tell his age in English and Spanish:

English	Spanish
How old are you?	¿Cuántos años tienes?
I am eight years old.	Tengo ocho años.

3. Sing a song from page 115.

4. Play tape two of Welcome to English, Lesson Twenty-One.

5. In Lesson Twenty-One of Welcome to English, discuss the parts of the body. Ask the children to identify the parts of the body.

For example:

What is this?
This is an arm.

What is this?
This is a leg.

Electronics Laboratory Cont.

6. Discuss Lesson Twenty-Two of Welcome to English. In relation to the lesson sing, "This is the way I wash my face, etc."

Conference Room

1. Play record and show film "Days of the Week and Accompanying Chores" on Show 'N Tell.

2. Teach students the song, "Days of the Week".

3. Discuss the days of the week. Review days of the week in English and Spanish.

Monday	el lunes
Tuesday	el martes
Wednesday	el miércoles
Thursday	el jueves
Friday	el viernes
Saturday	el sábado
Sunday	el domingo

4. Ask questions about the days of the week and have students reply. For example:

Ricky, what did you do Monday?
I went to school.
Elvira, what did you do Tuesday?
I went to the store.

SEVENTEENTH WEEK

Audio-Visual Room

1. Greet students.

2. Show film fourteen of La Familia Fernández, "¿Les Gustó?" Discuss the film in English.

3. In relation to the film, have individual students describe something in the room that they like and have another student guess what it is.

4. Show filmstrip fourteen of La Familia Fernández, "¿Les Gustó?" Have students repeat the sentences in English.

5. Have the students say an action poem.

6. Review the pronoun "you".

   You can run.
   You can see.
   You're my friend.
   You're going.

7. Talk about the difference between "you're" and "your".

   You're a student.
   I see your hat.

8. Show a film on the Controlled Reader.

Electronics Laboratory

1. Play tape thirteen of La Familia Fernández, "Me Gusta Ese." Have students repeat the sentences in English.

ELECTRONICS LABORATORY CONT.

2. PRACTICE APPLICATION OF TAPE THIRTEEN BY ASKING STUDENTS:

WHAT DO YOU HAVE?
I HAVE A BOX.

WHAT DO YOU HAVE?
I HAVE SOME BOXES.

3. SING A SONG.

4. PLAY TAPE THREE OF WELCOME TO ENGLISH, LESSONS TWENTY-THREE AND TWENTY-FOUR.

5. USE OBJECTS TO ILLUSTRATE LESSON TWENTY-THREE OF WELCOME TO ENGLISH:

THE RULER IS LONG.
THE PENCIL IS SHORT.
THE RULER IS LONGER THAN THE PENCIL.
THE PENCIL IS SHORTER THAN THE RULER.

6. USE ARTICLES TO ILLUSTRATE LESSON TWENTY-FOUR OF WELCOME TO ENGLISH AND HAVE OLDER STUDENTS PRACTICE SETTING A TABLE.

WHAT IS THIS?
THIS IS A FORK.

WHERE WILL YOU PLACE THE FORK?
I WILL PLACE THE FORK ON THE LEFT SIDE.

CONFERENCE ROOM

1. PLAY RECORD AND SHOW FILM "FRANKENSTEIN" ON SHOW 'N TELL. DISCUSS MYSTERY STORIES WHICH STUDENTS MIGHT HAVE READ.

2. READ A STORY TO STUDENTS AND ASK QUESTIONS ABOUT IT.

EIGHTEENTH WEEK

Audio-Visual Room

1. Greet students.

2. Show film fifteen of La Familia Fernández, "Tengo Hambre." Discuss the film in English. Have the students dramatize the film.

3. Show pictures of different foods (fruit; vegetables, meats) and have students identify the pictures.

These are oranges.
These are bananas.
These are beans.
These are potatoes.

This is a chicken.
This is a hot dog.
This is a hamburger.
This is an apple.

4. Show filmstrip fifteen of La Familia Fernández. After each frame have students repeat the sentences in English.

5. Review sentences using the pronouns he, she, and it.

He laughs.
He plays.

She laughs.
She plays.

It falls.
It rolls.

6. Show a film on the Controlled Reader.

Electronics Laboratory

1. Play tape fourteen of La Familia Fernández, "¿Les Gustó?" Have students answer individually in English. Record the students' voices.

2. Say the poem, "Shoes".

3. Play tape four of Welcome to English. Book Two, Lessons One and Two. Use articles (books, pencils, etc.) to illustrate these lessons.

Conference Room

1. Play record and show film "Hercules" on the Show 'N Tell.

2. Have students color pictures.

3. Read a story to the students and have individual students give the main idea of the story.

4. Discuss safety rules. For example:

    I look both ways before crossing the street.
    I watch the traffic light.
    I stop when the light is green.

This first grader is learning to tell time.

NINETEENTH WEEK

AUDIO-VISUAL ROOM

1. GREET STUDENTS.

2. SHOW FILM SIXTEEN OF LA FAMILIA FERNÁNDEZ, "¡QUÉ MÉDICO!" DISCUSS THE FILM IN ENGLISH.

3. GIVE EACH STUDENT A CARDBOARD CLOCK AND TALK ABOUT TIME.

WHAT TIME IS IT?
IT IS ONE O'CLOCK.

WHAT TIME IS IT?
IT IS ONE THIRTY.

WHAT TIME IS IT?
IT IS A QUARTER AFTER ONE.

4. SHOW FILMSTRIP SIXTEEN OF LA FAMILIA FERNÁNDEZ, "¡QUÉ MÉDICO!" HAVE STUDENTS REPEAT THE SENTENCES IN ENGLISH.

5. REVIEW THE OBJECT PRONOUNS:

YOU SAW ME.
YOU SAW HER.
YOU SAW HIM.
YOU SAW US.
HE SAW ME.
SHE SAW HIM.
HE SAW US.

6. SHOW TRANSPARENCY TWELVE OF FRIES ENGLISH SERIES:

I GO TO CLASS.
I STUDY MY LESSON.
I DIRECT THE MUSIC.

AUDIO-VISUAL ROOM CONT.

7. SING AN ACTION SONG.

8. SHOW A FILM ON THE CONTROLLED READER.

ELECTRONICS LABORATORY

1. PLAY TAPE FIFTEEN OF LA FAMILIA FERNÁNDEZ. "TENGO HAMBRE." HAVE STUDENTS REPEAT THE SENTENCES IN ENGLISH.

2. PRACTICE THESE SENTENCE STRUCTURES:

   ARE YOU HUNGRY?
   I AM HUNGRY.

   ARE YOU HUNGRY?
   I AM NOT HUNGRY.

3. SING A SONG.

4. PLAY TAPE FOUR OF WELCOME TO ENGLISH. LESSON THREE.

5. PRACTICE THESE QUESTIONS AND ANSWERS:

   WHO IS MR. SMITH?
   MR. SMITH IS A DOCTOR.

   WHO IS MR. JONES?
   MR. JONES IS A TEACHER.

CONFERENCE ROOM

1. PLAY RECORD AND SHOW FILM "JACK Y LA ENREDADERA" ON THE SHOW 'N TELL.

Conference Room Cont.

2. Have students discuss the film in English and Spanish.

3. Teach the months of the year in English and Spanish:

English	Spanish
January	enero
February	febrero
March	marzo
April	abril
May	mayo
June	junio
July	julio
August	augosto
September	setiembre
October	octubre
November	noviembre
December	deciembre

4. Have the students write the twelve months.

5. Show pictures of the four seasons (autumn, spring, summer, and winter). Discuss the different kinds of weather in relation to the seasons.

TWENTIETH WEEK

Audio-Visual Room

1. Greet students.

2. Show film seventeen of La Familia Fernández, "No Sabe Leer." Discuss the film in English. Have students dramatize the film.

3. Work on the infinitive "to do".

   Do you want to read?
   No, I don't want to read.
   Yes, I want to read.

4. Teach an action poem.

5. Show filmstrip seventeen of La Familia Fernández, "No Sabe Leer." Have the students repeat the sentences in English.

6. Review present progressive form:

   I am going.
   You are going.
   He is going.

7. Show transparency thirteen of Fries English Pronunciation. Discuss the meaning of altitude, forest, river, etc.

8. Review question forms using the present progressive:

   What are you doing?
   I am playing.

   What is he doing?
   He is singing.

   What is she doing?
   She is walking.

AUDIO-VISUAL ROOM CONT.

9. SHOW A FILM ON THE CONTROLLED READER.

ELECTRONICS LABORATORY

1. PLAY TAPE SIXTEEN OF LA FAMILIA FERNÁNDEZ, "¡QUÉ MÉDICO!" HAVE STUDENTS REPEAT THE SENTENCES IN ENGLISH.

2. HAVE STUDENTS REVIEW THE APPLICATION ON TAPE SIXTEEN OF LA FAMILIA FERNÁNDEZ.

3. GIVE EACH STUDENT A CARDBOARD CLOCK. HAVE EACH STUDENT ASK THE PERSON NEXT TO HIM, "WHAT TIME IS IT?".

4. SING A SONG ABOUT TIME FROM PAGE ________.

5. PLAY TAPE FOUR OF WELCOME TO ENGLISH, LESSON FOUR.

6. HAVE STUDENTS NAME THE DAYS OF THE WEEK WHILE LOOKING AT A CALENDAR.

7. HAVE THE STUDENTS WRITE THE DAYS OF THE WEEK.

8. REVIEW THESE COLORS WITH THE FIRST AND SECOND GRADERS:

GREEN
BROWN
BLUE
RED
YELLOW
BLACK
WHITE

CONFERENCE ROOM

1. PLAY RECORD AND SHOW FILM "LA BELLA DURMIENTE" ON THE SHOW 'N TELL.

2. HAVE STUDENTS DRAW AND COLOR PICTURES OF "LA BELLA DURMIENTE" OR OF SOME OTHER CHARACTER IN THAT STORY.

3. HAVE INDIVIDUAL STUDENTS TELL THEIR FAVORITE FAIRY TALE IN SPANISH.

4. DISCUSS THE PURPOSE OF THE POST OFFICE. FOR EXAMPLE:

WE BUY STAMPS AT THE POST OFFICE.
WE TAKE MAIL TO THE POST OFFICE.

5. SHOW STUDENTS THE DIFFERENT PARTS OF A FRIENDLY LETTER. FOR EXAMPLE:

DATE
SALUTATION
BODY
CLOSING

HAVE THE STUDENTS WRITE A LETTER TO THEIR PARENTS. HAVE EACH STUDENT MAIL HIS OWN LETTER AT THE POST OFFICE.

TWENTY-FIRST WEEK

AUDIO-VISUAL ROOM

1. GREET STUDENTS.

2. SHOW FILM EIGHTEEN OF LA FAMILIA FERNÁNDEZ, "HACE CALOR." DISCUSS THE FILM IN ENGLISH.

3. DISCUSS THE SEASONS:

IT IS AUTUMN.
IT IS COOL.

IT IS WINTER.
IT IS COLD.

IT IS SPRING.
IT IS WARM.

IT IS SUMMER.
IT IS HOT.

(SHOW PICTURES OF DIFFERENT SEASONS.)

4. SAY A POEM ABOUT THE DIFFERENT SEASONS.

5. SHOW FILMSTRIP EIGHTEEN OF LA FAMILIA FERNÁNDEZ, "HACE CALOR." HAVE THE STUDENTS REPEAT THE SENTENCES IN ENGLISH.

6. REVIEW THE AUXILLIARY VERB "DO"--NEGATIVE AND POSITIVE CONSTRUCTIONS.

I DO WANT TO PLAY.
YOU DO WANT TO PLAY.
HE DOES WANT TO PLAY.
WE DO WANT TO PLAY.
YOU DO WANT TO PLAY.
THEY DO WANT TO PLAY.

I DON'T WANT TO PLAY.
YOU DON'T WANT TO PLAY.
HE DOESN'T WANT TO PLAY.
WE DON'T WANT TO PLAY.
YOU DON'T WANT TO PLAY.
THEY DON'T WANT TO PLAY.

Audio-Visual Room Cont.

7. Show transparency fourteen of Fries English Pronunciation on the Overhead Projector. Discuss the difference between cities and states.

8. Show a film on the Controlled Reader.

Electronics Laboratory

1. Play tape seventeen of La Familia Fernández. "No Sabe Leer." Have students repeat the sentences in English.

2. Teach a new song.

3. Play tape four of Welcome to English, Lesson Five.

4. Practice possessive nouns:

This is Mary's pencil.
Mrs. Smith is Mary's mother.
This is John's paper.

5. Play tape four of Welcome to English, Lesson Six.

Conference Room

1. Play record and show film "La Caperucita Roja" on the Show 'N Tell. Discuss the film in English.

2. Read a story to the students and ask them questions about it.

TWENTY-SECOND WEEK

Audio-Visual Room

1. Greet students.

2. Show film nineteen of La Familia Fernández, "Las Estaciones." Discuss the film in English. Review the four seasons and the type of weather related to the different seasons.

3. Say a poem about weather and seasons.

4. Show transparency fifteen of Fries ENGLISH PRONUNCIATION. Use the third person singular. For example:

   John hangs his coat on the door.
   Sue rides her bicycle on the street.

5. Show filmstrip nineteen of La Familia Fernández, "Las Estaciones." Have the students repeat the sentences in English.

6. Work with interrogative sentences beginning with the adverbs, "where?" and "when?". For example:

   Where is my pencil?
   When are you coming?

7. Show a film on the seasons.

8. Have the students tell what they wear during the different seasons. For example:

   I wear a coat during winter.
   I wear a cap during winter.

   I wear cool dresses during summer.
   I wear burmuda shorts during summer.

9. Show a film on the Controlled Reader.

ELECTRONICS LABORATORY

1. PLAY TAPE EIGHTEEN OF LA FAMILIA FERNÁNDEZ, "HACE CALOR." HAVE THE STUDENTS REPEAT IN ENGLISH.

2. SAY POEM, "ONE LITTLE INDIAN BOY."

3. PLAY TAPE FOUR OF WELCOME TO ENGLISH, BOOK TWO, LESSON SEVEN. HAVE THE STUDENTS RECORD THEIR VOICES WHILE SAYING THE NUMBERS ONE THROUGH SIXTY.

4. COUNT NUMBERS ORALLY WITH THE CLASS.

5. PLAY TAPE FOUR OF WELCOME TO ENGLISH, BOOK TWO, LESSON EIGHT. DISCUSS THE FARM AND FARM ANIMALS.

CONFERENCE ROOM.

1. PLAY RECORD AND SHOW FILM, "LA CENICIENTA" ON SHOW 'N TELL.

2. HAVE STUDENTS RECORD THEIR VOICES WHILE DESCRIBING A SCENE.

3. READ A STORY AND HAVE STUDENTS DISCUSS IT.

TWENTY-THIRD WEEK

Audio-Visual Room

1. Greet students.

2. Show film twenty of La Familia Fernández, "¿Qué Tiene?" Discuss the film in English.

3. Practice the use of the words "Tardy" and "absent." For example:

I came to school tardy.
I came to school late.

I was absent.
He was absent.

4. Practice these interrogative sentences:

What is wrong?
What is happening?
What is going on?

5. Sing an action song.

6. Show filmstrip twenty of La Familia Fernández, "¿Qué Tienes?" Have the students repeat the sentences in English.

7. Show transparency sixteen on the Overhead Projector. Review these sentence structures:

Mr. Smith is shaving him.
Fred is dressing him.
Mother is dressing him.

8. Show a film on the Controlled Reader.

Electronics Laboratory

1. Play tape nineteen of La Familia Fernández, "Las Estaciones." Have students reply in English. Practice the application and narration using these responses:

What is the weather today?
It is hot today.
It is cold today.
It is cool today.

2. Sing a song.

3. Play tape four of Welcome to English, Lesson Nine.

4. Have students conjugate the verbs "to talk" and "to speak"--use present tense.

Conference Room:

1. Play record and show film "La Familia Del Sol" on Show 'N Tell.

2. Discuss the sun's family--Mars, Jupiter, Saturn, etc.

3. Show the students a picture of the sun. Have them draw and color a picture of the sun's family.

TWENTY-FOURTH WEEK

AUDIO-VISUAL ROOM

1. GREET STUDENTS.

2. SHOW FILM TWENTY-ONE OF LA FAMILIA FERNÁNDEZ, "ESTÁN ENFERMOS." DISCUSS THE FILM IN ENGLISH.

3. PRACTICE THESE SENTENCES:

MY HEAD HURTS.
MY KNEE HURTS.
MY LEG HUTS.
MY HAND HURTS.
MY STOMACH HURTS.

4. SHOW FILMSTRIP TWENTY-ONE OF LA FAMILIA FERNÁNDEZ, "ESTÁN ENFERMOS." HAVE THE STUDENTS REPEAT THE SENTENCES IN ENGLISH.

5. TEACH A POEM RELATED TO THE FILM.

6. REVIEW THE PAST TENSE. FOR EXAMPLE:

I PLAYED BALL.
YOU PLAYED BALL.
HE PLAYED BALL.
WE PLAYED BALL.
YOU PLAYED BALL.
THEY PLAYED BALL.

I RAN TO SCHOOL.
YOU RAN TO SCHOOL.
HE RAN TO SCHOOL.
WE RAN TO SCHOOL.
YOU RAN TO SCHOOL.
THEY RAN TO SCHOOL.

7. MAKE A TRANSPARENCY USING COMPARISONS. FOR EXAMPLE:

Audio-Visual Room Cont.

This pencil is short.
This pencil is long.
This pencil is shorter than this pencil.

This boy is tall.
This boy is short.
This boy is taller.

8. Show a film on the Controlled Reader.

Electronics Laboratory

1. Play tape twenty of La Familia Fernández, "¿Qué Tienes?" Have the students repeat in English.

2. Use cue sheet twenty and practice these familiar expressions:

I have a cold.
John has a cold.
She has a cold.

3. Sing a song.

4. Play tape four of Welcome to English, Lesson Ten.

5. After naming the pictures orally in Lesson Ten of Welcome to English, have students write the names under the pictures and write the numbers in the blank.

Conference Room

1. Play record and show film "Daniel Boone" on the Show 'N Tell.

2. Have the students discuss the movies they have seen about Daniel Boone.

3. Read a story about Daniel Boone to the students.

4. Have students practice asking and answering these questions:

Is the car new?
The car is new.

Is the man tall?
The man is tall.

Are the toys broken?
The toys are broken.

Are John and María at the house?
John and María are at the house.

TWENTY-FIFTH WEEK

Audio-Visual Room

1. Greet students.

2. Show film twenty-two of *La Familia Fernández*, "¿Cansados O Perezosos?" Discuss the film in English.

3. Practice prepositional phrases. For example:

   I put the pencil on the desk.
   He runs on the playground.
   She dropped the book on the floor.

4. Sing an action song.

5. Show filmstrip twenty-two of *La Familia Fernández*, "¿Cansados O Perezosos?" Have the students repeat the sentences in English.

6. Have individual students perform the following actions and have the class guess what he is doing:

   He is writing.
   He is painting.
   He is drawing.
   He is cutting.

7. Make a transparency on the present progressive tense. For example:

   What are you doing? I am listening.
   What are you doing? I am playing.

8. Show a film on the Controlled Reader.

ELECTRONICS LABORATORY

1. Play tape twenty-one of La Familia Fernández, "Están Enfermos." Have students respond in English.

2. Sing a song.

3. Play tape four of Welcome to English using Lesson Eleven. Discuss the hour-hand and the minute-hand.

4. Using individual clocks, have students move the clock hands to a certain time. Have students repeat the time (e.g. What time is it? It is 10 o'clock.) The students may also be asked to put a specific time on their clocks without an example.

5. Play tape four of Welcome to English using Lesson Twelve. Have students repeat in English.

CONFERENCE ROOM

1. Play record and show film "The Shoemaker and the Elves " on the Show 'N Tell.

2. Sing "Five Little Elves."

3. Read a story.

4. Have students draw and color a picture about the story, "The Shoemaker and the Elves."

TWENTY-SIXTH WEEK

Audio-Visual Room

1. Greet students.

2. Show film twenty-three of La Familia Fernández, "Un Alumno Nuevo." Discuss the film in English.

3. Have students turn to the boy or girl next to him and ask, "Where were you born?" The student would reply, "I was born in__________."

4. Show filmstrip twenty-three of La Familia Fernández, "Un Alumno Nuevo." Have students introduce the person sitting beside him to the class.

5. Show picture charts and have individual students ask these questions:

> What is he (she) doing?
> He (she) is washing a car.
>
> What are they doing?
> They are cleaning the house.

6. Teach an action poem.

7. Review the possessive form of nouns:

> That is Mother's car.
> That is Daddy's coat.
> That is John's pencil.

8. Show a film on the Controlled Reader.

Electronics Laboratory

1. Play tape twenty-two of La Familia Fernández, "¿Cansados O Perezosos?" Have students repeat in English.

2. Have students work on the application of La Familia Fernández using cue sheet twenty-two.

3. Sing a song.

4. Play tape four of Welcome to English using Lesson Thirteen. Have students fill in the blanks on page thirty-three of Welcome to English.

5. Read the sentences in Lesson Fourteen of Welcome to English. Have the students repeat in English.

Conference Room

1. Play record and show film "Puss 'n Boots" on Show 'N Tell.

2. Have the students discuss the film.

3. Play "Where Oh Where Has my Little Dog Gone?" on the record player. Have students sing the song.

4. Read a story and ask students questions.

TWENTY-SEVENTH WEEK

Audio-Visual Room

1. Greet students.

2. Show film twenty-four of *La Familia Fernández*, "Simpatiquísima." Discuss the film in English.

3. Have individual students introduce another student to the class.

4. Review these questions and answers:

Where are you going?
I am going home.

What are you doing?
I am playing marbles.

Where do you live?
I live at ________.

How old are you?
I am ___ years old.

5. Show filmstrip twenty-four of *La Familia Fernández*. Have the class repeat the sentences in English.

6. Have the students say a poem.

7. Show a film on the Controlled Reader.

Electronics Laboratory

1. Play tape twenty-three of *La Familia Fernández*, "Un Alumno Nuevo." Have students repeat in English.

2. Have students repeat these sentences:

ELECTRONICS LABORATORY CONT.

I GET UP AT 6:00.
I GO TO SCHOOL AT 8:15.
I EAT LUNCH AT 11:30.
I LEAVE SCHOOL AT 3:30.

3. PLAY TAPE FOUR OF WELCOME TO ENGLISH using LESSONS FIFTEEN AND SIXTEEN.

4. USE A CALENDAR TO REVIEW THE NAMES OF THE MONTHS AND THE NUMBER OF DAYS IN THE MONTHS. HAVE STUDENTS WRITE THE MONTHS.

5. SING A SONG ABOUT THE MONTHS.

6. USING A CALENDAR, REVIEW THE DAYS OF THE WEEK.

CONFERENCE ROOM

1. PLAY RECORD AND SHOW FILM "THE LITTLE RED HEN" ON SHOW 'N TELL.

2. TEACH STUDENTS THE WORDS TO "OLD MOTHER HUBBARD."

3. HAVE STUDENTS RECORD THEIR VOICES.

TWENTY-EIGHTH WEEK

Audio-Visual Room

1. Greet students.

2. Show film twenty-five of La Familia Fernández, "¿Dónde Comen?" Discuss the film in English.

3. Have individual students ask another student:

Where do you eat breakfast?
I eat breakfast at home.

Where do you eat lunch?
I eat lunch in the cafeteria at school.

Where do you eat supper?
I eat supper at home.

Have the class respond by saying: He (She) eats breakfast at home. (This gives practice in using the third person singular.)

4. Show filmstrip twenty-five of La Familia Fernández. Have students repeat the sentences in English.

5. Say a poem related to the film.

6. Show a film on the Controlled Reader.

Electronics Laboratory

1. Play tape twenty-four of La Familia Fernández, "Simpatiquísima." Have the students repeat in English.

2. Have individual students introduce a friend to the teacher.

3. Sing a song.

4. Play tape five of Welcome to English using Lesson Seventeen. Discuss different fruits (pears, peaches, apples etc.) Have students repeat in English. (This is a good review for the infinitive "to be.")

Conference Room

1. Play record and show film "Tom Thumb" on the Show 'N Tell.

2. Play other side of record "Georgie Porgie" and have students sing.

3. Review the seasons of the year in English and Spanish.

TWENTY-NINTH WEEK

AUDIO-VISUAL ROOM

1. GREET STUDENTS.

2. SHOW FILM TWENTY-SIX OF LA FAMILIA FERNÁNDEZ, "SOY DE PARÍS." DISCUSS THE FILM IN ENGLISH.

3. HAVE INDIVIDUAL STUDENTS ASK ANOTHER STUDENT:

> HOW MANY ARE IN YOUR FAMILY?
> THERE ARE ___: MY MOTHER, MY FATHER,
> MY __ BROTHER(S), MY __ SISTER(S).
>
> HOW MANY CHILDREN ARE IN YOUR FAMILY?
> THERE ARE ___CHILDREN IN MY FAMILY.

4. HAVE THE STUDENTS SAY A POEM CONCERNING FAMILY LIFE.

5. SHOW FILMSTRIP TWENTY-SIX OF LA FAMILIA FERNÁNDEZ. HAVE STUDENTS REPEAT THE SENTENCES IN ENGLISH. HAVE THREE STUDENTS DRAMATIZE THE FILM.

6. SHOW A FILM ON THE CONTROLLED READER.

ELECTRONICS LABORATORY

1. PLAY TAPE TWENTY-FIVE OF LA FAMILIA FERNÁNDEZ, "¿DÓNDE COMEN?" HAVE STUDENTS REPEAT IN ENGLISH.

Electronics Laboratory Cont.

2. Review these questions:

Where do you eat breakfast?
Where do you eat lunch?
Where do you eat supper?

3. Play tape five of Welcome to English, Lesson Nineteen. Review comparison of objects. For example:

This book is large.
This book is small.
This book is larger.
This book is smaller.

4. Use illustrations and review the following:

This is a circle.
Is this a circle?
Yes, this is a circle.
Is this a circle?
No, this is a square.

5. Play tape five of Welcome to English using Lesson Twenty. Have students record greetings and responses.

Conference Room

1. Play record and show film "Chicken--Big Business in the Barnyard." Discuss the film in English and Spanish.

2. Read a story to students, and have students dramatize the story.

3. Have students draw pictures illustrating the story.

THIRTIETH WEEK

AUDIO-VISUAL ROOM

1. GREET STUDENTS.

2. SHOW FILM TWENTY-SEVEN OF LA FAMILIA FERNÁNDEZ, "LA GEOGRAFÍA." DISCUSS THE FILM IN ENGLISH.

3. SHOW A MAP OF MEXICO AND DISCUSS THE MAP IN ENGLISH. ASK STUDENTS QUESTIONS ABOUT THE MAP, AND HAVE THE STUDENTS REPLY IN COMPLETE SENTENCES. FOR EXAMPLE:

   WHAT IS THE LARGEST RIVER IN MEXICO?
   THE LARGEST RIVER IN MEXICO IS THE RÍO BRAVO.

4. LEARN A POEM ABOUT MAPS. SEE PAGE 113.

5. SHOW FILMSTRIP TWENTY-SEVEN OF LA FAMILIA FERNÁNDEZ. HAVE THE STUDENTS REPEAT THE SENTENCES IN ENGLISH.

6. REVIEW COMPARISONS. FOR EXAMPLE:

   JOHN IS TALL.
   ESTELLA IS TALLER.

7. SHOW A FILM ON THE CONTROLLED READER.

ELECTRONICS LABORATORY

1. PLAY TAPE TWENTY-SIX OF LA FAMILIA FERNÁNDEZ, "SOY DE PARÍS." HAVE STUDENTS REPEAT IN ENGLISH.

ELECTRONICS LABORATORY CONT.

2. TEACH A POEM ABOUT FRANCE.

3. PLAY TAPE FIVE OF WELCOME TO ENGLISH. USING LESSON TWENTY-ONE. HAVE INDIVIDUAL STUDENTS SAY THE ALPHABET. ASK QUESTIONS ABOUT THE ALPHABET AND HAVE STUDENTS REPLY. FOR EXAMPLE:

> WHAT LETTER COMES BEFORE "B?"
> THE LETTER "A" COMES BEFORE "B."
> WHAT LETTER GOES AFTER "B?"
> THE LETTER "C" GOES AFTER "B."

4. PLAY TAPE FIVE OF WELCOME TO ENGLISH USING LESSON TWENTY-TWO.

CONFERENCE ROOM

1. PLAY RECORD AND SHOW FILM "HOG" ON THE SHOW 'N TELL. DISCUSS THE FILM IN ENGLISH.

2. HAVE STUDENTS DRAW AND COLOR PICTURES OF FARM ANIMALS. DISCUSS FARM ANIMALS.

3. SING "OLD MACDONALD."

THIRTY-FIRST WEEK

Audio-Visual Room

1. Greet students.

2. Show a film on "The Seasons."

3. Have students discuss the places they have lived. Have individual students find these places on the map.

4. Teach a poem about traveling.

5. Review questions and answers. For example:

> Where did you go?
> I went to the library.
>
> What did you do?
> I did my homework.
>
> When did you return?
> I returned this morning.

Electronics Laboratory

1. Play tape twenty-seven of La Familia Fernández, "La Geografía." Have students repeat in English.

2. Sing a song.

3. Play tape six of Welcome to English using Lessons Twenty-Three and Twenty-Four. In relation to Lesson Twenty-Four, give individual

Electronics Laboratory Cont.

students orders and have them carry out these orders and respond. For example:

Instructor	Student
Come here, please.	I'm coming.
Close the door, please.	I'm closing the door.

Conference Room

1. Play record and show film "Sheep Dog" on Show 'N Tell.
2. Have students tell about their pets.
3. Read a story about pets to students.
4. Review days of the week in English and Spanish.

THIRTY-SECOND WEEK

Audio-Visual Room

1. Greet students.
2. Show film on "The Bus Driver." Have students discuss manners to be used when riding in a bus.
3. Sing the song, "The People on the Bus."
4. Review the comparative form. For example:

   This water is cold.
   This ice is colder.

5. Show a film on the Controlled Reader.

Electronics Laboratory

1. Play tape "My Lost Dog." Have students discuss the story.
2. Review tape twenty-seven of La Familia Fernández, "La Geografía." Work on application of the tape. For example:

   The river is large.
   The river is larger.
   The river is the largest.

Conference Room

1. Play record and show film "Working Like a Horse" on Show 'N Tell.

2. Read story, "The Horse Who Liked Sandwiches."

3. Have students draw and color a picture about the story.

4. Give sentences using possessive pronouns; then have students construct sentences using the same sentence pattern. For example:

She is my mother.
She is your sister.
She is his friend.
He is her father.
He is our teacher.
We are their children.

THIRTY-THIRD WEEK

Audio-Visual Room

1. Greet students.

2. Review familiar expressions. For example:

How are you?
I am fine, thank you.

May I color?
Yes, you may.
No, you may not.

3. Show the SINGING SOUNDS Charts: review the "ch," "wh," and "th" sounds. Have the students sing from the charts.

4. Show a film on the Controlled Reader.

Electronics Laboratory

1. Record students' voices as they describe a picture.

2. Play tape six of Welcome to English using Lesson Twenty-Five. Discuss the different rooms of a house:

living room
bedroom
kitchen, etc.

3. Ask each student these questions and have him reply in complete sentences:

ELECTRONICS LABORATORY CONT.

How many bedrooms in your house?
What does your mother do in the kitchen?
What does your family do in the living room?

CONFERENCE ROOM

1. Play record and show film "The Pioneer Cows" on Show 'N Tell. Discuss the record in Spanish and English.

2. Read the story, "Little Brownie."

3. Sing "Old MacDonald."

THIRTY-FOURTH WEEK

Audio-Visual Room

1. Greet students.

2. Show pictures on the opaque projector. Have individual students tell a story about the pictures.

3. Show the SINGING SOUNDS charts. Review vowels on these charts.

4. Sing a vowel song. See page 115 .

5. Teach a poem about the vowels.

6. Show a film on the Controlled Reader.

Electronics Laboratory

1. Play tape six of Welcome to English using Lessons Twenty-Six and Twenty-Seven. Review the familiar expressions in these lessons.

2. Sing "Buenas Dias."

3. Review the past tense of the infinitive "to go." For example:

I went to school.
You went to school.
He went to school.

ELECTRONICS LABORATORY CONT.

4. USE FLANNEL BOARDS TO MAKE SENTENCES WITH NUMERALS.

5. PLAY TAPE SIX OF WELCOME TO ENGLISH, LESSONS TWENTY-EIGHT, TWENTY-NINE, AND THIRTY. HAVE INDIVIDUAL STUDENTS READ THESE LESSONS. (ON LESSON TWENTY-NINE, PAGE SIXTY-FIVE, INDIVIDUAL STUDENTS MAY ASK QUESTIONS AND THE CLASS MAY GIVE ANSWERS.)

CONFERENCE ROOM

1. PLAY RECORD AND SHOW FILM "PAUL BUNYAN" ON SHOW 'N TELL. DISCUSS THE FILM IN ENGLISH.

2. TEACH A SPANISH SONG.

3. READ A STORY.

4. SHOW THE MATHEMATICAL CHARTS AND HAVE THE STUDENTS RESPOND:

THIS IS A RECTANGLE.
THIS IS A CIRCLE.
THIS IS A SQUARE.
THIS IS A TRIANGLE.

SATURDAY CLASSES

Audio-Visual Room

1. Show a film related to the work done during the week. (Check out these films from the audio-visual director at the high school or from the county library.)

2. Discuss the film in English and have students draw a picture or write a story about the film.

3. Review sentence structures studied during the week.

4. Sing a song or say a poem learned during the week.

Electronics Laboratory

1. Play a tape related to the work done during the week. This could be a La Familia Fernández tape, story tape, etc.

2. Play a game related to the work done during the week.

3. Teach a new song.

Conference Room

1. Show a film and play a record on the Show 'N Tell.

2. Read a new story.

3. Play a record and discuss the record.

4. Have a birthday party for all of the students who had a birthday during the week.

5. Have students make sentences using possessive pronouns. For example:

That's Reuben's pencil.
That's his pencil.

It's George's paper.
It's his paper.

This is Elvira's dress.
This is her dress.

6. Review the use of the word "isn't." For example:

He is coming home.
He isn't coming home.

She is going to school.
She isn't going to school.

She is talking.
She isn't talking.

Children learn English by participation in action songs.

SUPPLEMENTARY ACTIVITIES

1. Audio-Visual Aids

Any interesting activity, such as showing new films, filmstrips, listening to records, or looking at pictures provides motivation for language development.

2. Poems and Choral Reading

Poems and choral reading teach children to listen and imitate good speech. During the year, teach students as many poems as possible.

3. Games

Various games can be used in helping the students to speak better English. At the same time, the games will help to relax the children.

4. Visual Objects

Use visual objects when discussing various sentences such as: "This is a pencil, pen, etc."

5. Stories

Read as many interesting stories as possible with the children. When stories are read, discuss the story later in English. Use puppets and pictures to help tell the story.

6. Songs

Select songs which the children will enjoy. Learn several songs with gestures.

7. Physical Activity

Use exercises as "Relaxers" for the students.

8. Charts

Colorful charts motivate the students in making responses.

9. Cultural Trips

Cultural trips provide stimuli in learning new words.

10. Birthday Parties

Celebrating the students' birthdays stimulates self-confidence and makes the student feel important. Celebrate each student's birthday.

Cultural trips provide stimuli in learning a new language. Students take trip to Oklahoma City.

RESPONSIBILITIES OF LINGUISTIC LABORATORY INSTRUCTOR

1. Make survey in each elementary school to find the students that need help in communication.
2. Arrange for these children to be enrolled in the Linguistic Laboratory. Do necessary follow-up to keep students attending Laboratory.
3. Interview or hold personal conferences with parents of these children to secure their help and cooperation in keeping their children in the special work at the Laboratory; urge parents to enroll in night classes at the Laboratory.
4. Become efficient in the use of all equipment in the Laboratory.
5. Become familiar with teacher's guide written for use in the Laboratory and plan individual programs to meet needs of the students enrolled in the Laboratory.
6. Keep complete and accurate and detailed records on all students enrolled in the Laboratory.
7. Collect material and do research on working with Migrant students. Prepare and duplicate these materials for use by classroom teachers..

8. Organize work of the aide in the Laboratory.
9. Visit Altus Elementary Schools as scheduled as a follow-up on Laboratory students.
    - a. Seek to find child's problem in classroom and provide assistance in solving it.
    - b. Provide teachers with materials prepared in the Laboratory and assist in its use, including methods, demonstrations, etc. Also,serve as a resource assistant for classroom teachers.
    - c. Seek out new enrollees for Laboratory throughout the year.
10. Make presentations at PTA's, and Civic and Community Groups on work objectives, work, and progress of the Laboratory.
11. Write evaluations of the Laboratory Program for State Office.
12. Fill out health forms. See page 98 .

    Send one copy of health form to the State Director, send one copy with migrant student, and keep one copy in the Laboratory file.

OKLAHOMA STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
MIGRANT EDUCATION

A SCHOOL AND HEALTH RECORD TRANSFER
SYSTEM FOR MIGRANT FARM CHILDREN
(REVISED COPY)

1. DISTRICT__________ COUNTY__________ DATE ENROLLED__________
2. NAME__________ (M F) SEX BIRTHDATE __/__/__ AGE_____ VERIFIED?_____
3. CURRENT ADDRESS____________________ (STREET - CAMP - FARM - RFD No.)
4. REGULAR TERM__________ SUMMER TERM__________
5. NORMAL GRADE FOR AGE_____ ACHIEVEMENT LEVEL: READING_____ ARITHMETIC_____ (NOTE: INDICATE SCHOOL GRADE LEVEL)
6. DAYS PRESENT: _____ DAYS ABSENT: _____ DATE WITHDREW: __/__/__ DAYS MEMBERSHIP_____
7. IDENTIFICATION NO.__________ HOME BASE STATE ______ COUNTY ______ DISTRICT ______ REGISTRATION #
8. HOME BASE ADDRESS__________ NUMBER STREET TOWN COUNTY STATE
9. HOME BASE SCHOOL__________ NAME ADDRESS TOWN STATE
10. NUMBER OF SCHOOLS ATTENDED DURING PAST 12 MONTHS__________
11. OCCUPATION OF PARENTS, GUARDIANS, OR HEAD OF HOUSEHOLD DURING PAST 12 MONTHS:

FATHER__________ (NAME) (TYPE OF WORK) (TOWN, COUNTY, STATE)
____

MOTHER__________ (NAME) (TYPE OF WORK) (TOWN, COUNTY, STATE)
____

12. HEALTH - DATE ENTRY AND COMMENT ON REMEDIATION.

PHYSICAL__________
DENTAL__________
VISION__________
HEARING__________
T. B. SKIN TEST__________
CHEST X-RAY__________
DIPHTHERIA__________
PERTUSSIS__________
MEASLES__________
TETANUS TOXIN__________
____
POLIO VACCINE__________
SMALLPOX VACCINE__________

14. SPECIAL INTERESTS, ABILITIES, NEEDS.

____

13. TEXTBOOK TITLE -PLACE PAGE-c DATE-PUBLISHER

____
READING__________
ARITHMETIC__________
ENGLISH__________
SOCIAL STUDIES__________
SCIENCE__________
SPELLING__________
OTHER__________

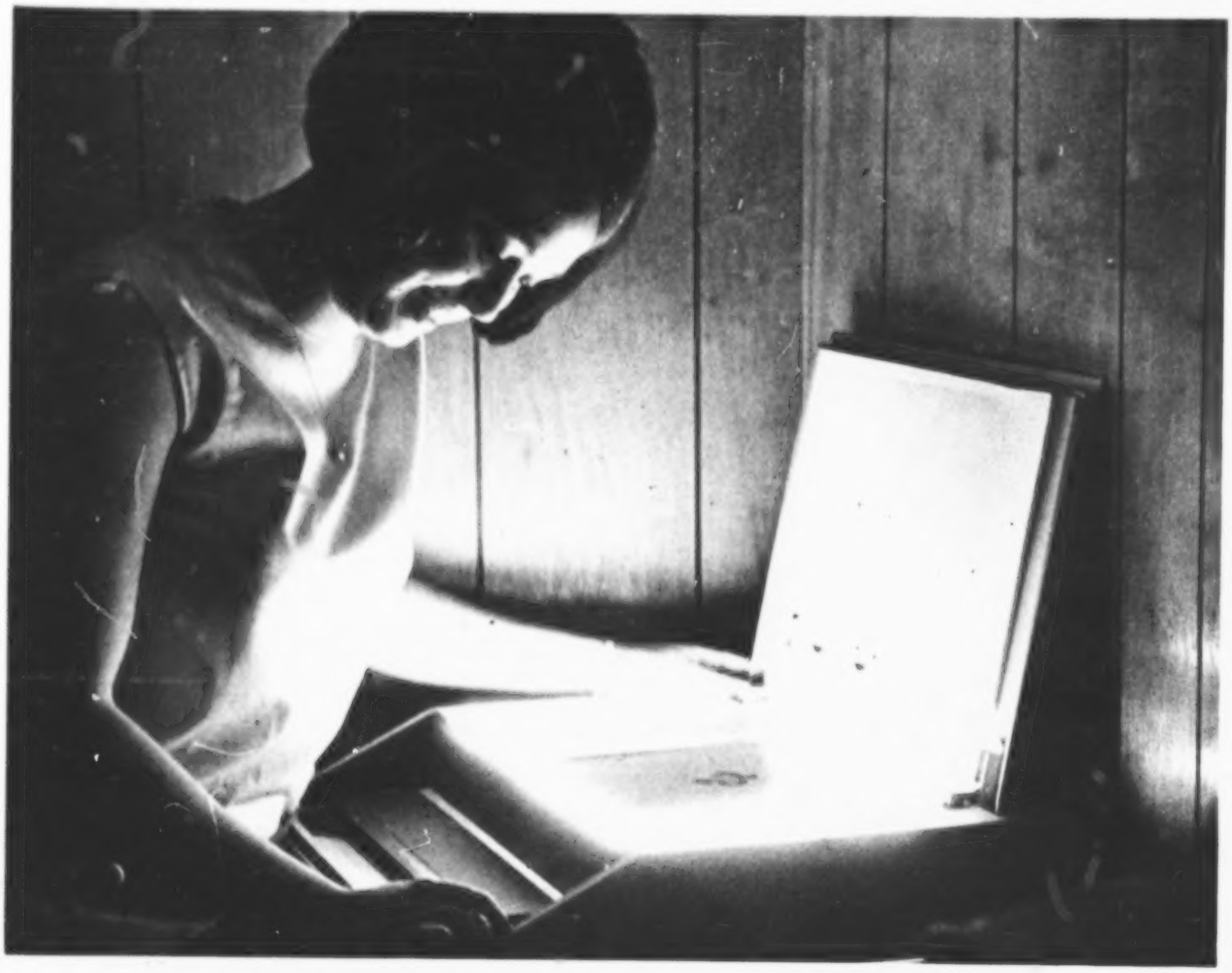
15. NAME OF OTHER SPECIAL FORM TESTS

____

16. ENROLLING SCHOOL: (1) KEEP ONE COPY, (2) GIVE ONE TO PUPIL WHEN POSSIBLE, (3) MAIL ONE TO DESIGNATED CENTRAL AGENCY.

DUTIES OF THE LABORATORY AIDES

1. Give assistance to the instructor.
2. Mimeograph papers
3. Make transparencies
4. Help care for classrooms and materials
    - A. Help keep records of students attending Laboratory
    - B. Help in keeping materials alphabatized for ready reference
5. Help operate audio-visual equipment
6. Give assistance to migrant students.
7. Participate in activities with children during breaks
8. Listen to students' stories
9. Work with one group while teacher is with another group



Dawn Dickerson, the laboratory secretary, runs off material for the students.

This six-year-old enjoys directing the class in an action poem.

QUESTIONS CONCERNING ACTIVITIES AT THE LABORATORY

These are some questions and answers which might be of help to a new Laboratory instructor:

1. How do you get the students to attend the Laboratory?

   By visiting all the Altus Elementary Schools and talking with all the Mexican or Spanish-speaking students personally, you can interest the children in attending the Laboratory. When talking with these students, tell them several of the exciting and delightful things you do at the Laboratory. Tell them, for example:

   1. We see films.
   2. We play games.
   3. We sing.

2. How do you maintain interest?

   The key to maintaining the interest of the students is the teacher's enthusiasm. It naturally follows that an enthusiastic instructor will be willing to initiate, or try, any new method which would keep the children interested in attending the Laboratory and at the same time teach them.

Each time the child attends the Laboratory, there should be something new to hold the child's attention. This could be a new sentence pattern, a new visual aid, a new game, a new song, a new poem, or a new machine.

If the students get tired, stop at that moment and spend a few minutes exercising or singing and begin a new approach to the lesson being taught.

3. What do you do at the elementary schools when you visit?

Talk to each Spanish-speaking child individually. Tell him what you will be doing at the Laboratory that afternoon and that you hope he gets to attend. (Show enthusiasm about his attending the laboratory; make him feel important!)

4. How do you work with the children at the elementary schools?

After surveying, get a group of first and second grade students who cannot speak any English or can speak only a little English. Take these children to a separate room and spend at least thirty minutes giving

INDIVIDUAL HELP TO THESE STUDENTS. A GROUP OF THREE OR FOUR STUDENTS CAN COME TOGETHER AT ONE TIME. WHILE THE INSTRUCTOR IS WORKING WITH ONE STUDENT, THE OTHER STUDENTS COULD BE WORKING ON SOMETHING ELSE OF VALUE.

5. HOW OFTEN DO YOU WORK WITH THESE STUDENTS AT THE ELEMENTARY SCHOOLS?

WORK WITH THESE STUDENTS AT THE DIFFERENT SCHOOLS EACH DAY WHEN YOU GO TO VISIT THE LABORATORY STUDENTS. IF YOU DO NOT HAVE NON-ENGLISH SPEAKING STUDENTS AT ONE OF THE SCHOOLS, GO TO ANOTHER SCHOOL ON THAT DAY.

USE OF EQUIPMENT

Overhead Projector

1. Show transparencies which are related to the tapes being studied each day.
2. Have individual students point to a picture on the transparency and construct his own sentence. If his sentence is correct have the class repeat after him.

Show 'N Tell

1. Show films and play records.
2. Have children learn the song or story which has been sung or told on the Show 'N Tell.
3. Have individual children tell the story from the previous week.

Opaque Projector

1. Show pictures from books and have individual students tell about the picture.
2. Show a page from a book and have an individual student read the page, or have the class read the page.

Language Master

1. Make cards using words with which the students have problems. For example:

    shirts-church

    ship-chip

    sheet-cheat

2. Have students record their voices and compare their pronunciation to the instructor's.
3. Type sentences on 3x5 index cards. At the end of two weeks, have students record the sentences again to see if they have improved.

USE OF MATERIALS

Various methods and procedures may be used when teaching English as a second language. These are a few of the procedures:

La Familia Fernández (16 MM Films)

1. Show the complete film without stopping it; then discuss the film in English.
2. Stop the film after several frames and discuss in English what has happened.
3. Stop the film after several frames and have the children dramatize the events.

La Familia Fernández (Filmstrips)

1. Show the complete filmstrip (Instructor will give sentences in English.)
2. Show one frame at a time and have the class repeat the English sentences after the instructor.
3. Show one frame at a time and have individual students give the sentence. (This is good practice for the student to associate the sentence with the picture on the filmstrip.)

La Familia Fernández (Tapes)

1. Play the tapes and have the students repeat in English.
2. Play the tape with the filmstrip and have students repeat in English.

Singing Sounds (Records and Charts)

1. Read the chart to the students.
2. Have students repeat each sentence; then say the complete poem.
3. Listen to the record.
4. Have children sing along with the record.
5. Work on the sounds "th," "ch," "wh," etc. with individual children.
6. Play games related to the sounds which you are studying each day.
7. Find related materials to present to class.

Mr. Bunny Big Ears (records)

1. Discuss the record jacket.
2. Have the students listen to the record.
3. Have students discuss what has happened.
4. Ask the students questions about the record.
5. Show chart with poem related to the record and have children say the poem.

Mr. Bunny Big Ears Cont.

6. Work on the phonetic sounds as presented in each lesson.

Miami Linguistic Series

1. Use with the TEACHER'S MANUAL.
2. Have students give rhyming words related to the lesson. For example:

   fat--rat

   sat--mat

3. Have students construct oral sentences using words from their books.

Show 'N Tell (records and films)

1. Play a record and show a film. Have students discuss the record.
2. Show the film only and have students discuss the film.
3. Have individual students watching and listening to different films and records at the three different Show 'N Tells.

Children's Library Books

1. Read a story to the students. Have students discuss the story in English and/or Spanish.

CHILDREN'S LIBRARY BOOKS CONT.

2. HAVE INDIVIDUAL STUDENTS READ A COMPLETE STORY.
3. HAVE INDIVIDUAL STUDENTS READ ONE PAGE.
4. HAVE A GROUP OF STUDENTS DRAMATIZE A STORY.

POEMS

THE SOUND OF POETRY

Colors

Page

"Color," Christina Rosetti---------------- 322

Consonants

"Timothy Boon," Ivy Eastwick-------------- 208

"There Once Was a Puffin," Florence Jaques 240

"C" is For The Circus," Phyllis McGinley--- 123

Days of the Week

"A Week of Birthdays," Mother Goose------- 5

"Saturday Shopping," Katherine Edelman---- 115

Family

"The Cupboard," Walter de la Mare--------- 131

Farm Animals

"Familiar Friends," James S. Tippett----- 42

"The Cow," Robert Lewis Stevenson--------- 43

"The New Baby Calf," Edith Newlin Chase--- 43

"Work Horses," Edith Newlin Chase--------- 47

"Chanticleer," John Farrar----------------- 50

Maps

"Texas Trains and Trails," Mary Austin--- 154

THE SOUND OF POETRY Cont.

Months

"Thirty Days Hath September," Unknown----- 323

"The Merry Month of March," William Wordsworth---- 317

Seasons

"White Fields," James Stephens----------- 335

"The Coming of Spring," Nora Perry-------- 318

Time

"Bedtime," Eleanor Farjean---------------- 92

"The Clock," Jean Jaszi------------------- 97

"An Indian Summer Day," Vachel Lindsey----- 324

Travel

"Johnny Fife and Johnny's Wife," Mildred Plew Merryman---------- 161

"Song of the Train," David McCord--------- 166

"Ferry Boats," James S. Tippett----------- 178

Zoo Animals

"The Kangaroo," Unknown------------------- 86

"Laughing Time," William Joy Smith-------- 237

Others

"Wynken, Blynken, and Nod," Eugene Field-- 253

POEMS

TIME FOR POETRY

Colors	Page
"The Balloon Man," Dorothy Aldis	39
"Choosing Shoes," Frida	234
"The Purple Cow," Gelett Burgess	271
"Taxis," Rachel Field	177
"Stop-Go," Dorothy Baruch	178

Consonants	
"P's the Proud Policeman," Phyllis McGinley	37

Days of the Week	
"The Story of Augustus," Henrich Hoffman	304
"Open the Door," Marian Edey-Dorothy Grider	407

Family	
"Father Williams," Lewis Carroll	321
"My Brother," Dorothy Aldis	416
"Father," Frances Frost	17
"Neighborly," Violet Alleyn Storey	10
"What Does the Bee Do?" Chritian Rosetti	17

Farm Animals	
"Jonathan," Rose Fyleman	302
"The Goatherd," Grace Conkling	45
"The Ordinary Dog," Nancy Byrd Turner	79

3

Home

"Song For My Mother," Anna Branch--------- 11

"Walking," Grace Ellen Glaubitz----------- 15

"Neighborly," Violet Alleyn Storey-------- 10

"SH," James S. Tippett-------------------- 13

"Andre," Gwendolyn Brooks----------------- 13

"Mother Shake the Cherry-Tree,"
Christina Rossetti---- 12

"Feet," Harry----------------------------- 19

Magic and Make Believe

"Have You Watched the Fairies?," Rose Fyleman-328

"Could it have been a Shadow?" Monica
Shannon ----328

"Stocking Fairy," Winifred Welles--------- 334

"The Rock-A-By Lady," Eugene Field-------- 336

"Tiggady Rue," David McCord--------------- 337

"Overheard on a Saltmarsh, Harold Monro--- 342

"The Little Elfman," John Bangs----------- 343

"The Gnome," Harry Behn,------------------ 347

"Some One," Walter de la Mare------------- 347

"Sleepyhead," Walter de la Mare----------- 348

"The Bagpipe Man," Nancy Byrd Turner------ 349

"Tillie," Walter de la Mare--------------- 351

TIME FOR POETRY Cont.

Maps

"Maps," Dorothy Brown Thompson	194

Months

"January Brings the Snow," Mother Goose	409
"April," Sara Teasdale	440
"September," Edwina Fallis	411
"October," Rose Fyleman	414
"November," Aileen Fisher	420

Seasons

"Galoshes," Rhoda W. Bacmeister	372
"The Umbrella Brigade," Laura Richards	373
"Spring," Harry Behn	438
"Four Seasons," Rowena Bennett	410
"Spring is Showery, Flowery, Bowery,"	410

Time

"The Big Clock"	386
"Ticking Clocks," Rachel Field	386
"Working Time," Ivy Eastwick	388
"This Happy Day," Harry Behn	393

TIME FOR POETRY Cont.

Travel

"Jonathan Bing," Beatrice Brown	311
"The Cowboy's Life," James Adams	316
"Open Range," Kathryn-Byron Jackson	49
"The Baby Goes to Boston," Laura Richards	163
"Trains," James S. Tippett	166

Zoo Animals

"The Four Friends," A. A. Milne	289
"At the Zoo," A. A. Milne	290
"Excuse Us, Animals in the Zoo," Annette Wayne	155
"The Monkeys," Edith Osborne Thompson	157
"The Monkey and the Crocodile," Laura Richards	281

Others

"Shop Windows," Rose Fyleman	14
"Smells," Christopher Morley	14
"Little," Dorothy Aldis	22
"Andre," Gwendolyn Brook	13
"SH," James S. Tippett	13

SONGS

1. "This is the Way We Wash Our Face"
2. "Soldier, Soldier"
3. "Six Little Ducks"
4. "Grumpety Groans"
5. "The People on the Bus"
6. "The Five Little Elves"
7. "Billy Boy"
8. "Bingo"
9. "Miss Polly Had a Dolly"
10. "Old Mother Hubbard"
11. "Where, Oh Where Has my Little Dog Gone"
12. "There's a Hole in the Bottom of the Sea"
13. "Hokey Pokey"
14. "Buenos Días"
15. "Ten Little Indians" (English and Spanish)
16. "Making Numerals"

AVAILABLE RECORDS AND FILMS FOR SHOW 'N TELL

1. ALI BABA Y LOS CUARENTA LADRONES
2. ALICIA EN EL PAIS DE LAS MARAVILLAS
3. BLANCA NIEVES
4. CANTANDO LA JUGADA (BABE RUTH)
5. COMO EMPEZO EL SOL
6. COMO SABEMOS QUE LA TIERRA ES REDONDA
7. CUANDO LOS GIGANTES ANDABAN POR EL MUNDO
8. EL CONDE DE MONTE CRISTO
9. EL MAGO DE OZ
10. EL PATITO FEO
11. EL SOLDADO DE ESTANO
12. DAYS OF THE WEEK AND ACCOMPANYING CHORES
13. FRANKENSTEIN
14. HERCULES
15. JACK Y LA ENREDADERA
16. LA BELLA DURMIENTE
17. LA CAPERUCITA ROJA
18. LA CENICIENTA
19. LA FAMILIA DEL SOL
20. LA LAMPARA DE ALADINO
21. LET'S GO SHOPPING/SPANISH
22. LA MAQUINA VOLADORA DE LOS HERMANOS WRIGHT
23. LO QUE COMEN LOS ANIMALES EN LA SELVA
24. LOS TRES MOSQUETEROS
25. LOS TRES OSOS
26. MARCO POLO
27. PINOCHO
28. NUMBERS/SPANISH
29. QUE ES LO QUE PRODUCE LA MUSICA: LA FAMILIA DEL VIOLIN
30. DAVY CROCKETT--REMEMBER THE ALAMO
31. ROBIN HOOD
32. ROBINSON CRUSOE
33. TIME
34. TRADESMEN AND THEIR WARES
35. VIAJES DE GULLIVER
36. THE WEATHER AND ITS COLORS
37. THE STORY OF CLOCKS
38. CUSTER'S LAST STAND
39. JIM BOWIE
40. JOHN PAUL JONES
41. DANIEL BOONE

AVAILABLE FILMS Cont.

42. HOW THE CAMEL GOT ITS HUMP
43. HOW THE RHINO GOT ITS SKIN
44. GULLIVER'S TRAVELS
45. ROBIN HOOD
46. PINOCCHIO
47. PAUL BUNYAN
48. HOW THE ARMADILLO GOT ITS NAME
49. HOW THE ELEPHANT GOT ITS TRUNK
50. HOW THE WHALE GOT ITS THROAT
51. SHOEMAKER AND THE ELVES
52. PUSS'N BOOTS
53. LITTLE RED HEN
54. THREE LITTLE PIGS
55. TOM THUMB
56. CHICKENS--BIG BUSINESS IN THE BARNYARD
57. HOG
58. SHEEP DOG
59. WORKING LIKE A HORSE
60. THE PIONEER COWS.

*These Show 'N Tell records and films may be ordered from: General Electric, Utica, New York.

RECORDS AVAILABLE

Clarey, Elizabeth and Dixson, Robert. *Pronunciation Exercises in English*, Allentown, Pennsylvania, Wible Language Institute.

Duvall, Evelyn. *Stories and Songs about the Calendar*. Vocalion--Decca Records.

English on Records, Washington, D. C.,Educational Services.

Favorite Sing-Along, New York, Merry Records Inc., 1963.

Foster, Polly, Hickson, Marilyn and Hodgkinson, Dorthea. *Singing Sounds*, Album 1, Glendale, California, Bowmar Records.

------, *Singing Sounds*, Album 2, Glendale, California, Bowmar Records.

Loesser, Frank. *Hans Christian Anderson*, sung by Danny Kaye, Decca Records.

McIntyre, Barbara and Wilcox, Edna. *Listening with Mr. Bunny Big Ears*, Freeport, N. Y.,Educatioal Activities Inc.

Raymond, Lewis, Taruer, Ruth and Wood, Lucille. *Fun and Fitness*, Glendale California, Bowmar Records Inc.

Rumbaugh, David. *Rounds and Mixers #2*, Bowmar Records Inc.

TAPES AVAILABLE

ENGLISH BY THE AUDIO-VISUAL METHOD, PHILADELPHIA, CHILTON BOOKS, EDUCATIONAL DIVISION, 1967.

MY DOG LOST, NEW YORK, BOARD OF EDUCATION OF CITY OF NEW YORK, 1967.

LA FAMILIA FERNÁNDEZ, CHICAGO, ENCYCLOPAEDIA BRITANNICA FILMS INC.,1963.

THE SPIDER PLANT, NEW YORK, BOARD OF EDUCATION OF CITY OF NEW YORK, 1967.

"THE THREE BIRDS," GLENDALE, CALIFORNIA, BOWMAR RECORDS INC.,1967.

"THE THREE PIGS," GLENDALE, CALIFORNIA, BOWMAR RECORDS INC.,1967.

FILMSTRIPS AVAILABLE

CHILDREN OF PUERTO RICO, NEW YORK, BOARD OF EDUCATION OF CITY OF NEW YORK, 1965.

LA FAMILIA FERNÁNDEZ, CHICAGO, ENCYCLOPAEDIA BRITANNICA FILM INC., 1963.

"THE THREE BIRDS," GLENDALE, CALIFORNIA, BOWMAR RECORDS INC., 1967.

"THE THREE PIGS," GLENDALE, CALIFORNIA, BOWMAR RECORDS INC.

FILSTRIPS AVAILABLE FOR CONTROLLED READER

1. Controlled Reader Set 4e Grade 1, Album 1.
2. Controlled Reader Set 4e Grade 1, Album 2.
3. Controlled Reader Set 4f Grade 2, Album 1.
4. Controlled Reader Set 4f Grade 2, Album 2.
5. Controlled Reader Set 4G Grade 3.
6. Controlled Reader Set E.
7. Controlled Reader Set F.

SERIES OF BOOKS AVAILABLE

Dr. Seuss Beginning Books, New York, Random House, 1957.

Library Packet Series, Atlanta, The Economy Company, 1961.

Miami Linguistic Series, Miami, D. C. Heath and Company, 1951.

Our Animal Story Books, Boston, D. C. Heath and Company, 1964.

Reader's Digest Readings, New York, Reader's Digest Inc., 1964.

The Roberts English Series, A Linguistic Program, Harcourt, Brace and World Inc., 1966.

See and Say Series, Austin, W. S. Benson and Company, 1964.

OFFICE EQUIPMENT AVAILABLE

Description	Quantity
Book Case	2
Cabinets for Mimeograph and 3M Dry Copy machines	2
Chairs for Building	22
Conference Table	2
Desks for Children	11
Desks for Instructors	2
3-M Dry Copy machine for making Transparencies	1
Filing Cabinets	3
Mimeograph Machines	1
Pencil Sharpener	1
Royal Standard Typewriter with Spanish symbols	1
Storage cabinet for films	1

TEACHING EQUIPMENT AVAILABLE

Description	Quantity
Controlled Reader	1
Dust Cover for Projector	1
Headphones for Listening Station	11
Listening Station	10
16 mm RCA Sound Projector	1
Opaque Projector with Feed-o-Matic	1
Overhead Projector	2
Projection Screen	2
Record Player	3
Show 'N Tell	3
Ten-Unit Electronics Laboratory with Teacher Master Station	1
Slide and Film Strip Projector	1

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Books

Beals, Ralph L. and Humphrey, Norman D. *No Frontier To Learning*, The Mexican Student in the United States, Minneapolis, University of Minnesota Press, 1957.

Davis, Allison. *Social-Class Influences Upon Learning*. Cambridge, Harvard University Press, 1965.

Harrington, Michael. *The Other America*,New York, The Macmillan Company, 1967.

Manuel, Herschel. *Spanish-speaking Children of the Southwest*....Their Education and the Public Welfare, Austin, University of Texas, 1965.

Mead, Margaret, ed. *Cultural Patterns and Technical Change*, New York, the New American Library, 1955.

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"Fourth Annual Conference on Families Who Follow the Crops," Report and Recommendations, Sacramento Subcommittee on the Migrant Child,1964.

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------, "THE EDUCATION OF CHILDREN OF SEASONAL AGRICULTURAL WORKERS IN CALIFORNIA ELEMENTARY SCHOOLS," SACRAMENTO, CALIFORNIA STATE DEPARTMENT OF EDUCATION, 1964.

------, "SELECTED REFERENCES ON THE EDUCATION OF SPANISH-SPEAKING CHILDREN AND YOUTH," SACRAMENTO, CALIFORNIA STATE DEPARTMENT OF EDUCATION, 1964.

"SOMEONE CARES," REPORT OF THE 1966 SUMMER SCHOOL PROGRAM, ALBANY, THE UNIVERSITY OF THE STATE OF NEW YORK, DECEMBER, 1966.

"THIRD ANNUAL CONFERENCE ON FAMILIES WHO FOLLOW THE CROPS," REPORT AND RECOMMENDATIONS, SACRAMENTO, SUBCOMMITTEE ON THE MIGRANT CHILD, 1962.

WOOD, HELEN COWAN. "THE EDUCATIONAL NEEDS OF MIGRANT CHILDREN," CONFERENCE ON THE EDUCATION OF MIGRANT CHILDREN AND YOUTH, SACRAMENTO, STATE DEPARTMENT OF EDUCATION, SEPTEMBER 23-24, 1963.

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Allen, Harold B. *Applied English Linguistics*, New York, Appleton-Century--Crofts, 1964.

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Case, Ida Mae and Barrows, Sara T. Speech Drills for Children, Magnolia, Massachusetts, Expression Company, 1965.

Clarey, Elizabeth and Dixon, Robert J. Pronunciation Exercises in English, New York, Regents Publishing Company Inc.,1963.

Educating Students for Whom English is a Second Language, New York, Board of Education, 1965.

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